



# **SAFEGUARDING & CHILD PROTECTION POLICY**

Including PREVENT/Channel  
(radicalisation/extremism)

**AUTUMN 2020**

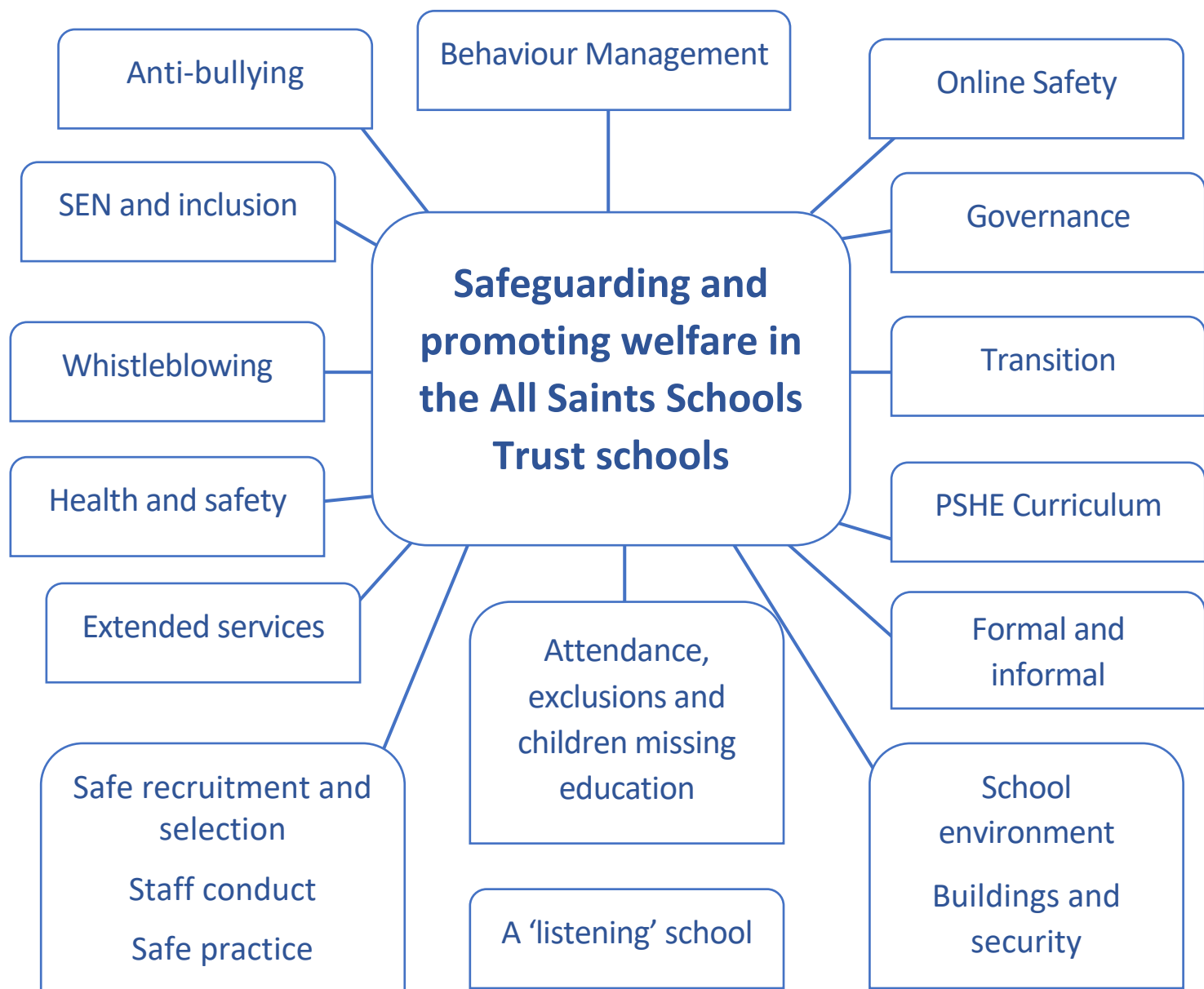
CHAIR OF TRUSTEES: James Hargrave

REVIEW CYCLE: Annual

MINUTED: September 2020

DATE OF REVIEW: SEPTEMBER 2021

# Safeguarding in education is everybody's business"



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# **Whole school safeguarding and child protection policy**

## **1. Purpose and aims**

The purpose of All Saints Schools Trust safeguarding policy is to provide a secure framework for our schools in safeguarding and promoting the welfare of those pupils who attend them. The policy aims to ensure that:

- all our pupils are safe and protected from harm
- other elements of provision and policies are in place to enable pupils to feel safe and adopt safe practices
- staff, pupils, supply staff, trainee teachers, governors, visitors, volunteers and parents are aware of the expected behaviours and the school's legal responsibilities in relation to its students

For the purpose of this policy the definition of safeguarding and promoting the welfare of children is that used in KCSIE, 2020:

- protecting children from maltreatment
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have best outcomes

## **2. Ethos**

Safeguarding and promoting the welfare of children is everyone in the All Saints Schools Trust responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals 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. (Keeping Children Safe in Education, 2020).

All Saints Schools Trust recognises the contribution it can make in ensuring that all students registered or who use our school, feel that they will be listened to and have appropriate action taken to any concerns they may raise. We will do this by endeavouring to work in partnership with other agencies and seek to establish effective working relationships with parents and carers, to develop and provide activities and opportunities throughout our curriculum that will help to equip our children with the skills they need. This will include materials and learning experiences that will encourage our children to develop essential life skills and protective behaviours.

## **3. Responsibilities and expectations**

All Saints Schools Trust's Trust Board and each school's Governing Body recognise that it is their legal responsibility to make sure that our schools have an effective safeguarding policy. Safeguarding procedures are in place and are monitored to ensure that the schools comply with them. The Governing Body also ensure that the policy is made available to parents and carers if requested and is on the school website. It is also the responsibility of the Governing Body of each school to ensure that all staff and volunteers are properly vetted to make sure they are safe to work with the students who attend our school, and that the school has procedures for handling allegations of abuse made against all members of staff and volunteer

helpers. The Governing Body will ensure that there is a Named Governor and a Designated Safeguarding Lead (DSL) who has lead responsibility for dealing with all safeguarding issues in our school.

This policy should be read in conjunction with the schools Staff Code of Conduct, Acceptable use of ICT, online safety policy and behaviour/anti-bullying policy.

The governing body expects that all staff will know and understand this child protection and safeguarding policy and their responsibility to implement it. Staff must, as a minimum, have read and understood Part One of Keeping Children Safe in Education (KCSIE). Governors will ensure that they have read and understand parts one and two of KCSIE. Additionally, the governing body will ensure that arrangements are in place for all staff members to receive appropriate safeguarding and child protection training which is regularly updated.

Compliance with the policy will be monitored by the Executive Headteacher, Head of School/ Designated Safeguarding Lead (DSL) and the safeguarding governor.

It is the **responsibility of the DSL** to ensure that all safeguarding & child protection issues raised in school are effectively responded to, recorded, and referred to the appropriate agency. They are also responsible for arranging whole school safeguarding training for all staff and volunteers who work with children and young people in our school and that this training takes place at least every two years. New staff receive training from the DSL as part of their induction before they start working. The DSL makes themselves known to any visitor who has contact with children. The DSL and Deputies must ensure that they help promote the educational outcomes for all students, particularly those with a social worker and others who the school deem as vulnerable.

The DSL can deliver safeguarding training within school, as they are linked into the support and quality assurance process offered by the Local Authority. This includes mandatory attendance at an annual 'Training for Trainers' programme and receiving monitoring visits from the Professional Advisor or Local Authority delegated staff. In addition, they may deliver training to other education establishments at their request. The DSL is required to attend or ensure that a senior member of staff who has the relevant training and access to appropriate supervision, attends where appropriate, all child protection conferences, core groups or meetings where it concerns a child at our school and to contribute to multi-agency discussions to safeguard and promote the child's welfare.

The DSL is also required to complete a Self-Review Assessment Report annually, which demonstrates that the safeguarding arrangements in the school are being met. If the self- assessment highlights any areas for improvement, this will be detailed in the action plan, which will be signed off and monitored by the Named Governor for Safeguarding, to ensure these improvements are implemented. The self-review assessment is to be shared annually with the Local Authority, who will have an auditing role in ensuring the school is meeting its safeguarding requirements under sec 175/157 of the Education Act 2002 for both maintained and independent schools.

The Whole Governing Body will be given an annual update on Safeguarding Policies and Procedures from the DSL and Safeguarding Governor.

All Child Protection concerns need to be acted on **immediately**. If school staff are concerned that a child may be at risk or is actually suffering abuse, they should tell the Designated Safeguarding Lead immediately.

**All Adults have a duty to refer all known or suspected cases of abuse to Children's social care or the police.** Where a disclosure is made to a visiting staff member from a different agency, e.g. Speech and Language Therapist or School Nurse, it is the responsibility of that agency staff to formally report the referral to the Designated Lead Professional in the first instance. Where the disclosure is made by a child attending a Student Referral Unit (PRU) or alternative provision the referral should be recorded and referred to the on-site Designated Safeguarding Lead and a formal notification made to the school's DSL where the child is on role, for information or to agree the appropriate action to be taken. Any records made should be kept securely on the Child's main school Child Protection file. A referral should not be delayed in order to discuss with the school's DSL if it is felt/identified that a child is at immediate risk.

The management team of all contractors including but not limited to grounds, cleaning and kitchen are responsible for ensuring all staff know who the DSL is. This is monitored via spot checks by the DSL on a regular basis.

**The Head/DSL** will ensure that the policies and procedures adopted by the governing body are fully implemented and that sufficient resources and time are allocated to enable the DSL and deputies to discharge their safeguarding responsibilities.

**All staff** have a responsibility to provide a safe environment in which children can learn. All staff must read and ensure they understand Part one of KCSIE, 2020. All staff must ensure they are familiar with the systems within school which support safeguarding, including the safeguarding and child protection policy, the code of conduct, the safeguarding responsibilities to children who go missing from education and the role and identities of the DSL/deputies.

All staff should be aware of the types of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. All staff should know what to do if a child tells them he/she is being abused or neglected. 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 that may follow a referral, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) along with the role they might be expected to play in such assessments.

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 these environments. All staff, especially the DSLs 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.

All staff should be aware of the [early help process](#) and understand their role within it. This includes providing support as soon as a problem emerges, liaising with the DSL, and sharing information with other professionals in order to support early identification and assessment, focusing on providing interventions to avoid escalation

of worries and needs. In some rare cases, staff may be asked to act as the lead professional in undertaking an early help assessment.

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 substance abuse, adult mental health problems and domestic abuse.
- is misusing drugs or alcohol themselves.
- has returned home to their family from care
- is showing early signs of abuse and/or neglect.
- is a child with a parent in prison.
- is a child involved with the court system.
- is a privately fostered child.

Knowing what to look out for is vital to the early identification of abuse and neglect. If staff are unsure, they should always speak to the DSL (or deputy). If in exceptional circumstances the DSL (or a deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team/ the CEO/ DCEO and/or take advice from children's social care (customer first 0808 800 4005) or the Police (101). In these circumstances, any action taken should be shared with the DSL as soon as is practically possible and recorded on the pupil's Child Protection record.

The school will ensure that safeguarding issues including those of online safety are taught to all year groups through the PSHE curriculum and followed up with assemblies and events to support their understanding. The NSPCC provide valuable annual training for pupils in Years 5 and 6.

### **3.1. Weekend and holiday cover**

During the holidays or at the weekend staff continue to have a responsibility to safeguard young people. Any significant concerns should immediately be directed to social care (customer first 0808 800 4005) or the Police. The concern and action taken should also be recorded on a concerns form. The DSL should be informed via or be contacted on their out of hours contact details. Failing this the CEO can be contacted: [m.barrow@asst.org.uk](mailto:m.barrow@asst.org.uk). These contact details can also be shared with other professionals so that additional information can be sought as appropriate. The Deputy DSL's can also be contacted with any safeguarding concerns.

### **3.2. Safeguarding concerns on school trips**

All staff on school trips should follow the schools usual procedures of contacting the DSL if they have a concern about a child's welfare or a student makes a disclosure,



however it is recognised that this is likely to not involve a face to face discussion or the immediate completion of a referral form by the member of staff on the trip. To enable this to happen it is imperative that all staff on a trip have easy access to a mobile phone and carry the school phone number and DSL's mobile number. Care and attention should be taken as to where this conversation takes place as to protect others from overhearing confidential or upsetting information. Depending on the location of the trip and nature of the concern, it may be possible to wait until the trip return to school to deal with the issue, but where this is not possible, such as late nights, residential or overseas trips the DSL/Deputies will gather as much information as possible from the staff on the trip and give advice on how best to support the student for the remainder of the trip. In the meantime, the DSL/Deputy will decide on an appropriate course of action such as a referral to Customer First and/or the police.

#### **4. Recognizing concerns, signs and indicators of abuse**

Safeguarding is not just about protecting children from deliberate harm. For our school it includes such things as student safety, bullying, racist abuse and harassment, educational visits, sexual violence and harassment, intimate care, children missing education, radicalisation/extremism and online safety. The witnessing of abuse can have a damaging effect on those who are party to it, as well as the child subjected to the actual abuse, and in itself will have a significant impact on the health and emotional well-being of the child.

**Abuse** is defined as: 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. They may be abused by an adult or adults or another child or children.(KCSIE, 2020)

Abuse can take place in any family, institution, or community setting, by telephone or on the internet. Abuse can often be difficult to recognise as children may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstances change. However, it is important to know the indicators of abuse and to be alert to the need to consult further.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (KCSIE).

Further information can be found: [What to do if you're worried a child is being abused](#)¶¶The following indicators listed under the categories of abuse are not an exhaustive list; they are taken from Keeping Children Safe in Education.

##### **4.1. 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.

## **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 the 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, though it may occur alone. (KCSIE, 2020)

### **4.2. 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 off line 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 section 10) (KCSIE, 2020)

### **4.3. Neglect**

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. (KCSIE, 2020)

## **5. Procedures if you are concerned**

If a student makes an allegation or disclosure of abuse against an adult or other child or young person, or adults notice any indicators of abuse/neglect or signs that a child or young person may be experiencing a safeguarding issue they should record their concerns on a school recording form and pass it to the DSL without delay. These are available in the staffroom.

It is important that you:

- Stay calm and listen carefully;
- Accept what is being said;
- Allow the student to talk freely – do not interrupt or put words in the young person's mouth;
- Only ask questions when necessary to clarify, do not investigate or ask leading questions;
- Reassure the child, but don't make promises which it might not be possible to keep;
- Do not promise confidentiality;
- Emphasise that it was the right thing to tell someone;
- Reassure them that what has happened is not their fault;
- Do not criticise the perpetrator;(avoid using this word if at all possible)
- Explain what has to be done next and who has to be told;
- Make a written record which must be signed and include the time, date and your position in school; Do not include your opinion without stating it is your opinion;
- Pass the information to the DSL or Deputies without delay
- Consider seeking support for yourself and discuss this with the DSL as dealing with a disclosure can be distressing.

When a record of a safeguarding concern is passed to the DSL or Deputies they will assess the concern and, taking into account any other safeguarding information known about the student consider whether it suggests that the threshold of significant harm, or risk of significant harm, has been reached. If the DSL is unsure whether the threshold has been met, they will initially discuss this within the DSL team or contact the MASH Professional Consultation Line for advice (0345 606 1499). Where appropriate, the DSL will complete and submit the multi-agency referral online. (<https://earlyhelpportal.suffolk.gov.uk/web/portal/pages/marf#h1>)

Any discussions and decisions reached will be included in the pupils child protection file. Where the DSL believes that a student may be at imminent and significant risk of harm, they should call Customer First immediately and then complete the Suffolk MARF within 24 hours to confirm the referral. In these circumstances, it is important that any consultation should not delay a referral to Customer First.

Where a safeguarding concern does not meet the threshold for completion of a MARF, the DSL should record how this decision has been reached and should consider whether additional needs of the child have been identified that might be met by a coordinated offer of early help.

School staff might be required to contribute to multi-agency plans to provide additional support to children. This might include attendance at child protection conferences or core group meetings. The school is committed to providing as much relevant up to date information about the child as possible, including submitting reports for child protection conference in advance of the meeting in accordance with Suffolk procedures and timescales.

Where reasonably possible, the school is committed to obtaining more than one emergency contact number for each student.

School staff must ensure that they are aware of the procedure to follow when a child goes missing from education, including the appropriate forms to complete and

relevant people to notify. This would generally fall as a responsibility of the DSL and/or Attendance Lead.

If a safeguarding concern is reported which may indicate that a crime has been committed, the DSL will work with other safeguarding partners and may reference the guidelines 'When to call the police' from the NPCC (<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf> ) when deciding upon a course of action.

If you are concerned that a member of staff or adult in a position of trust poses a danger to a child or young person or that they might be abusing a child or young person you must report your concerns to the Executive Headteacher or Head of School/DSL. Where those concerns relate to either of these two people, this should be reported to the CEO of All Saints Schools Trust or Chair of Trustees as per the school's Whistleblowing policy. (Section 4 – procedure for making a disclosure) If the CEO is unavailable the concern will be dealt with by the Deputy CEO.

## **6. Managing Allegations made against members of staff, supply teachers or volunteers**

We are aware of the possibility of allegations being made against members of staff, supply teachers or volunteers that are working with or may come into contact with children and young people whilst in our school. Allegations can be made by students' or other concerned adults and are made for a variety of reasons. An allegation is any information which indicates that a member of staff/supply teacher/volunteer may have:

- Behaved in a way that has or may harm a student;
- Possibly committed a criminal offence against or related to a student; or
- Behaved towards a student or students in a way that indicates he/she may pose a risk of harm to children or may make them unsuitable to work with children inside and outside of school.

This applies to any student the member of staff/supply teacher/volunteer has contact with in their personal, professional or community life. It also applies regardless of whether the alleged abuse took place in our school or not.

If an allegation is made against an adult in a position of trust, whether they are members of staff, supply/visiting teacher or volunteers this should be brought to the immediate attention of the Head of School/DSL who will advise the Executive Headteacher and CEO. The school will follow Suffolk arrangements for managing allegations of abuse against people who work with children or those who are in a position of trust. Dependent on the allegation being made, the CEO will need to:

- refer to the LADO immediately and follow up in writing within 48 hours.
- consider safeguarding arrangements of the child or young person to ensure they are away from the alleged abuser
- contact the parents or carers of the child/young person, if advised to do so by the LADO
- consider the rights of the staff member for a fair and equal process of investigation

- ensure that the appropriate disciplinary procedures are followed, including whether suspending a member of staff from work, until the outcome of any investigation is deemed necessary based on the advice provided by HR
- provide a suspended member of staff with a named point of contact/support during the disciplinary process
- ensure the teaching supply agency for supply teachers or training provider for trainee teachers, such as SCITT, are notified of any allegation and that the school will follow all Suffolk procedures. No supply teacher would be stopped being employed without the nature of the concerns being shared with their agency and the LADO
- act on any decision made in any strategy meeting or evaluation meeting
- advise the Independent Safeguarding Authority, DBS & Teaching Agency where a member of staff has been disciplined or dismissed, as a result of the allegations being founded

In the case of the allegation being made against the Executive Headteacher and/or Head of School this will be brought to the immediate attention of the CEO and the LADO within one working day. The CEO must discuss with the Local Authority Designated Officer (LADO) the nature of the allegations in order for the appropriate action to be taken. This will constitute an initial evaluation meeting or strategy discussion involving the LADO.

The Suffolk director for Health, Wellbeing and Children's services has identified dedicated staff to undertake the role of LADO. They can be contacted on [LADO@suffolk.gov.uk](mailto:LADO@suffolk.gov.uk) or 0300 123 2044.

## 7. Training

All members of staff and volunteers will have access to whole school safeguarding training at least every two years as well as annual update training and monthly safeguarding reminders about current issues via email. We will also, as part of our induction, issue information in relation to our Safeguarding & child protection policy and any policy related to safeguarding and promoting our children/young people's welfare such as Whistleblowing, code of conduct and role of the DSL to all newly appointed staff and volunteers.

Our Designated Safeguarding Lead and Deputies will undertake further safeguarding training in addition to the whole school training. This will be undertaken at least every two years, which updates their awareness and understanding of the impact of the wide agenda of safeguarding issues. This will support both the DSL/Deputies to be able to better undertake their role and support the school in ensuring our safeguarding arrangements are robust and achieve better outcomes for the students in our school. This includes taking part in multi-agency training in addition to safeguarding training.

All training is recorded by the DSL for each individual member of staff and the named Governor. This information is held in secure storage within the DSL's office.

Our Governing body will have access to safeguarding training and our Named Governor for Safeguarding will also undertake additional training at least every two years to support their employers' role in Handling Allegations against adults who work with children and young people, including our staff and volunteers.

Our safeguarding arrangements are reported on a termly basis to our Governing body and our Safeguarding & Child Protection policy is reviewed annually, in order to keep it updated in line with local and national guidance/legislation.

The DSL and where possible the Deputies will also attend/undertake the relevant training for tackling extremism, and will disseminate this information to all staff as part of the School's strategy for ensuring British values are at the centre of our ethos.

We will include a summary of our Safeguarding Policy to parents in our school prospectus/website and will post a copy on the safeguarding notice board in the staffroom. We are also able to arrange for our policy to be made available to parents whose first language is not English on request.

## **8. Staff and governor's duty to safeguard themselves**

All staff must carefully consider their behaviour both in and outside school. They must be aware that their behaviour and actions reflect on the school. Staff and governors should carefully consider the information and photographs they share on social networking sites so as to protect themselves from malicious allegations as young people can easily become infatuated with adults. Staff are regularly reminded to discuss with the DSL any concerns about a student's behaviour/actions towards them and to refer to their copy of 'Guidance for safer working practice for adults who work with children and young people in education settings' for practical advice.

Where staff are communicating via online methods with students (such as Purple Mash or zoom) they must take due regard of the online safety policy. All communication should be through staff's school email address and only to a student's school email address. Any communication from a student from a non-school account should not be responded too, and instead parents contacted and their email used for communication.

## **9. Useful contacts**

Suffolk Safeguarding Partnership (replaces LSCBs) - [www.suffolkscb.org.uk](http://www.suffolkscb.org.uk)  
Multi-agency Safeguarding Hub (MASH) Professional Helpline: 0345 606 1499  
Customer First: 0808 800 4005  
Police: 101 or 999 (emergency only)  
Suffolk Police main switchboard: 01473 6135000 Suffolk Police Cybercrime unit: 101  
Child Exploitation and Online Protection Agency - <http://www.thinkuknow.co.uk/> or  
[www.ceop.police.uk/safetycentre/](http://www.ceop.police.uk/safetycentre/)

## **10. Specific Safeguarding Issues**

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as of drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

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)

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment, including Upskirting
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals

All staff should be clear about the school's policy and procedures with regards to peer on peer abuse.

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, especially the DSL (or deputies), should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding. Assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. It is important that staff provide as much information as possible as part of the referral process. Additional information regarding contextual safeguarding can be found here: [Contextual Safeguarding](#)

The following safeguarding concerns, actual or suspected should be referred immediately to Children's Social Care (customer first). The concerns featured below are linked to guidance and local procedures which can be found on the Suffolk Safeguarding Partnership website at: [www.suffolkscb.org.uk](http://www.suffolkscb.org.uk) or from [www.gov.uk](http://www.gov.uk)

Some members of our community may hold beliefs that may be common within particular cultures, but which are against the law of England. All Saints Schools Trust does not condone practices that are illegal, and which are harmful to children and would report any concerns to the appropriate external agencies.

### **10.1. Forced Marriage**

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

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

All Saints Schools Trust does not support the idea of forcing someone to marry without their consent and will follow Suffolk procedures to refer any child and young person immediately to Children's social care.

Further information and guidance can be found: [Forced marriage: information and practice guidelines](#)



## 10.2. Honour Based Abuse (so called)

Honour based abuse (HBA) encompasses crimes or incidents, which has or may have been committed to protect or defend the honour of the family and/or 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 HBV 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 HBV, or already having suffered HBV.

### Actions

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBV, they should speak to the DSL (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency 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 section 10.4 below for further details.

Further information can be found: [Faith based abuse: National Action Plan](#)

## 10.3. Trafficked Children

Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/sweatshop, drug dealing, shoplifting and benefit fraud.

Where we are made aware of a child who is suspected of or actually being trafficked/exploited we will report our concerns to Children’s social care.

Further information and guidance can be found:

[www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance](http://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance)

## 10.4. Female Genital Mutilation

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.

### Female Genital Mutilation Mandatory Reporting for Teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2016) 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 will face disciplinary sanctions. It will be rare for



teachers to see visual evidence and they should **not** be examining students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

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 DSL (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over.

Further information and guidance can be found: [Female genital mutilation: information and resources](#) and [Female genital mutilation: multi agency statutory guidance](#)

### **10.5. Ritualistic Abuse Linked to Spirit Possession**

Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to get rid of the possessing spirit. This is abusive and will result in a criminal conviction of those using this form of abuse, even if the intention is to help the child.

Where we are made aware of a child who is subject to ritualistic abuse, we will report our concerns to Children’s social care.

Further information and guidance can be found: <https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

### **10.6. Children Missing Education**

“Basic to safeguarding children is to ensure their attendance at school.” (OFSTED 2002). Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. All staff should be aware that children going missing, particularly repeatedly, can act as a vital 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 zone, risk of FGM 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.

At All Saints Schools Trust we will encourage the full attendance of all our children at school. Where we have concerns that a child is missing education and/or because of suspected abuse, we will report to Children’s social care and the Education Welfare Officer (EWO) via the CME protocol to effectively manage the risks and to prevent abuse from taking place. At most this would happen after 10 days.

Further information and guidance can be found: [Children missing education](#) or [Children missing from home or care](#) or [Children and adults missing strategy](#)

### **10.7. Sexually Active Under 18 Years Old**

It is acknowledged by those working with young people, that some young people under the age of 18 will have an interest in sex and sexual relationships. The Protocol for Sexually Active Young People under 18 years old has been designed to assist those working with children and young people to identify where these relationships may be abusive, and the children and young people may need the provision or protection of additional services. At All Saints Schools Trust we will ensure our procedures for managing this issue links to the available protocol. In all circumstance's parents will be informed.

Further information and guidance can be found;  
<http://suffolkscb.org.uk/assets/Working-with-Children/Policies-Guidance-and-Protocols/Sexually-Active-Young-People/2015-04-Working-with-Sexually-Active-Young-People-Under-the-Age-of-18.pdf>

### **10.8. Safeguarding Disabled Children**

Disabled children have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve their full potential as non-disabled children.

Disabled children do however require additional action. This is because they experience greater risks as a result of negative attitudes and higher levels of vulnerability. This may lead to disabled children having unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/ or communication impairment that can be misinterpreted as behaviour or mood issues related to this disability rather than possible abuse they are more vulnerable..

All Saints Schools Trust will ensure that our disabled children are listened to and responded to appropriately where they have concerns regarding abuse. Their behaviours will be considered relation to their level of disability but with due regard to possible abuse. In order to do this we will ensure that our staff and volunteers receive the relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding the abuse of a disabled child. All students will have access to pastoral support, including talk time with their tutor and access to the school nurse but disabled students will have additional support from a TA through 1:1 chat time at regular intervals and opportunities for 1:1 support on a daily basis that should highlight changes or concerns quickly.

### **10.9. Bullying including Cyber Bullying**

Some forms of bullying are illegal and will be reported to the police: violence/assault, theft, repeated harassment or intimidation, hate crimes. The school Behaviour and Discipline Policy addresses the management of all bullying.

Further information and guidance can be found at: [Preventing bullying including cyberbullying](#)

### **10.10. Drugs**

Drug misuse harms the health and wellbeing many young people. Students are educated on the dangers of drugs (including alcohol) through PSHE lessons and tutor time activities.

Further information and guidance can be found at: [Drugs: advice for schools](#) or [Drugs strategy 2017](#) or [Information and advice on drugs](#) or [ADEPIS platform sharing information and resources for schools: covering drug \(& alcohol\) prevention](#)

### **10.11. Fabricated/induced Illness**

While this is a relatively rare type of abuse, All Saints Schools Trust will work together with other professionals to share any concerns.

Further guidance can be found at: <https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

### **10.12. Gangs and Youth Violence**

The vast majority of young people and schools will not be affected by serious violence or gangs. In the event of an issue, All Saints Schools Trust will take account of relevant government advice and work with the police, Youth Justice Service and local community to minimise its impact.

Further guidance can be found at: [Gangs and youth violence: for schools and colleges](#)

### **10.13. Violence Against Women and Girls (VAWG)**

VAWG is the most widespread form of abuse worldwide, affecting on average one third of all women globally in their lifetime. VAWG undermines the mental and physical health of women and girls and violates their human rights. All Saints Schools Trust will work with external agencies and report any concerns.

Further guidance can be found at: [Ending violence against women and girls 2016-2020 strategy](#) or [Violence against women and girls: national statement of expectations for victims](#)

### **10.14. Hate Crimes**

Hate crime has a particularly harmful effect on its victims as it seeks to attack an intrinsic part of who they are or who they are perceived to be: their race, religion, sexual orientation, disability or gender identity. The schools in the All Saints Schools Trust are tolerant and receptive communities that welcome everybody, through PSHE, assemblies and tutor time activities, students are taught tolerance, acceptance and being open minded.

Further guidance can be found at: [Educate Against Hate Website](#)

## **10.15. Peer on Peer/Child on Child Abuse**

In most instances, the conduct of students towards each other will be covered by the behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. The school is clear that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

Peer on peer/child on child abuse can manifest itself in many ways and may include sexual violence and sexual harassment, physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, sexting (also known as youth produced sexual imagery), initiation/hazing type violence and rituals.

Any incidents of serious peer on peer/child on child abuse will be managed according to school procedures which detail measures to minimise the risk of peer on peer abuse, how allegations of peer abuse will be recorded, investigated and dealt with, and processes for how victims, perpetrators and any other child affected by peer on peer abuse will be supported. This information can be found in the behaviour policy.

**Expected Action - all staff (information passed on to DSL as soon as abuse is apparent)**

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the event or the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled. In all cases of peer on peer abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters.

**Gather the Facts (completed by DSL or Deputy)**

Speak to all the young people involved separately, gain a statement of facts from them and use **consistent language** and **open questions** for each account. The easiest way to do this is not to have a line of questioning but to ask the young people to tell you what happened. Only interrupt the young person from this to gain clarity with open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?)

**Points to consider**

**What is the age of the Children involved?**

How old are the young people involved in the incident and is there any age difference between those involved?

### **Where did the incident of incidents take place?**

Was the incident in an open, visible place to others?

If so, was it observed? If not, is more supervision required within this area?

### **What was the explanation by all children involved of what occurred?**

Can each of the young people give the same explanation of the incident and what is the effect on the young people involved?

Is the incident seen to be bullying for example, in which case regular and repetitive?

Is the version of one young person different from another and why?

What is each of the children's own understanding of what occurred?

Do the young people know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch?

Is the young person's explanation in relation to something they may have heard or been learning about that has prompted the behaviour?

Is the behaviour deliberate and contrived?

Does the young person understand the impact of their behaviour on the other person?

### **Next Steps**

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

It is also essential that all reasonable steps are taken to protect both students for example not having them in the same teaching group (where possible), not sitting them near each other in class, provide safe spaces for use during social time to ensure minimal contact and putting in place a risk assessment.

If necessary, the Police or Children's social care will be contacted, either for advice or to report a concern.

## **10.16. Self-Harm**

This can take many different forms including but not limited to; cutting, burning, withholding food, scratching, hair pulling and abusing their own or other medication. The reasons why young people inflict this on themselves are varied but can include a form of communication, emotional regulation and most concerning, an intention to end their own life.

It is important staff listen, are open minded but not judgmental. It is imperative that external agencies such as school nursing, family GP and if necessary, the hospital get involved quickly so staff must make the DSL aware so that relevant support can be accessed, and parents informed.

Students may need support to inform their parents and support for them must be maintained even once they are accessing external support.

Further guidance can be found at: [Mental health and behaviour](#)

### **10.17. 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 old's and 12-17 year old's.

They explain each step of the process and 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.

Further guidance can be found at: [Advice for 12-17 year old witnesses in criminal courts](#)

### **10.18. Children with Family Members in Prison**

Approximately 200,000 children 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.

Where appropriate we will access this support to ensure the wellbeing of our students if they are in this situation.

Further guidance can be found at: [National Information Centre on Children of Offenders](#)

### **10.19. Child Sexual Exploitation**

Child sexual exploitation is a form of sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 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. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year old's who can legally consent to have sex
- can still be abuse even if the sexual activity appears consensual
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity
- can take place in person or via technology, or a combination of both
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence

- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media)
- can be perpetrated by individuals or groups, males or females, and children or adults.
- The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse.
- Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who have older boyfriends or girlfriends
- children who suffer from sexually transmitted infections or become pregnant
- 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.
- Further guidance can be found at: [Child sexual exploitation: guide for practitioners](#) or [Trafficking: safeguarding children](#)

## **10.20. Child Criminal Exploitation: County Lines**

CCE is when an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into an criminal activity in exchange for something the victim needs or wants, and /or for the financial or other advantage of the perpetrator or facilitator and/or through violence or the threat of violence. The victim may have been criminal 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 forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shop lift or pick pocket, or to threaten other young people.

- 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

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked or the purpose of transporting drugs and a referral to the National



Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

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

Further guidance can be found at: [County Lines: criminal exploitation of children and vulnerable adults](#)

## **10.21. Homelessness**

Being homeless or at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, 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 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. This could include school supporting a family with a CAF assessment.

In most cases school 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 family home, and will require a different level of intervention and support. Primary aged pupils may have siblings in this situation.

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. Further guidance can be found at: [Homelessness: How local authorities should exercise their functions](#)



## 10.22. Sexual Violence and Sexual Harassment between Children in Schools

### 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 risk normalising them.

### What is sexual violence and sexual harassment?

#### Sexual violence

It is important that school 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 offences under the Sexual Offences Act 2003 as described below:

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

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

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

**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.

## **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. It may include:

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

## **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 in KCSiE. As is always the case, if staff are in any doubt as to what to do they should speak to the DSL or deputy.

Further guidance can be found at: [Sexual violence and sexual harassment between children in schools and colleges](#)

### **10.23. Upskirting**

This is defined by KCSiE, 2020 as "typically involves taking pictures under a person/s clothing (not necessarily a skirt) without them knowing, 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”.

This is now a criminal offence and can carry a prison sentence. This will be taken seriously by All Saints Schools Trust.

Students will be taught to protect themselves via PSHE lessons and assemblies, while staff will be given suitable advice about protecting themselves.

Further guidance can be found at: [www.gov.uk/government/news/upsirting-know-your-rights](https://www.gov.uk/government/news/upsirting-know-your-rights)

## **10.24. Mental Health**

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

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

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

If a member of staff has a concern about the mental wellbeing of a child, they should immediately contact the DSL and follow the procedure in section 5 of this policy.

## **11.Safer Recruitment and Selection**

At all times the Head and governing body will ensure that safer recruitment practices are followed. We will ensure that two members of each school and one governor have completed appropriate safer recruitment training and renew it as appropriate. Each school has two trained DSLs who can be contacted by the staff of other schools in an emergency. The CEO and DCEO can also be contacted as DSLs.

At All Saints Schools Trust we require evidence of original academic qualifications. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, we will undertake enhanced DBS checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children. We will use the recruitment and selection process to deter and reject unsuitable candidates and will adhere to the requirements of the latest Safeguarding Children in Education and Safer Recruitment in Education. Recruitment checks and seeking of appropriate verification documents and S28 checks are completed.

## **12.Domestic Abuse**

The Government defines domestic violence and abuse as:

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

Exposure/witnessing 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. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

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

[NSPCC-UK domestic-abuse signs symptoms effects](#)  
[Refuge what is domestic violence/effects of domestic violence on children](#)  
[Safe lives: young people and domestic abuse](#)

Where there is evidence of domestic violence we will report our concerns to Children's social care and the police in order to prevent the likelihood of any further abuse taking place.

Further guidance can be found at: [Domestic abuse: Various Information/Guidance](#) or [Relationship abuse: disrespect nobody](#)

### **13.Private Fostering**

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare.

A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than:

- a parent
- a person who is not a parent but has parental responsibility
- a close relative
- a Local Authority
- for more than 28 days and where the care is intended to continue.

It is a statutory duty for us at Stradbroke High School to inform the Local Authority where we are made aware of a child or young person who may be subject to private fostering arrangements.

Further information and guidance can be found: [Private fostering: local authorities](#)

## **14. Child Sexual Exploitation and Online Safety**

Children and young people can be exploited, radicalised and suffer bullying through their use of modern technology, such as the internet, mobile phones and social networking sites. In order to minimise the risks to our children and young people we will ensure that we have in place appropriate measures such as security filtering, and an acceptable use policy linked to our Online-Safety policy. We will ensure that staff are aware of how not to compromise their position of trust in or outside of the school and are aware of the dangers associated with the internet and other mobile technology. Through PSHE, assemblies and tutor time activities, students are made aware of the dangers of online technology including instant messages, sexting, location services and sharing photos.

Students are safeguarded in school and on school email addresses through filters but are also made aware of the implications for accessing these activities in their own time and when learning from home.

Our Online-Safety policy clearly states that mobile phone or electronic communications with a student at our school is not acceptable, other than for approved school business e.g. coursework, mentoring. Where it is suspected that a child is at risk from internet abuse or cyber bullying, we will report our concerns to the Police.

Further information and guidance can be found: <http://thinkuknow.co.uk> or <http://ceop.police.uk/safety-centre> or [Sexting: responding to incidents and safeguarding children](#)

The above list is not exhaustive and as new policy guidance and legislation develops within the remit of Safeguarding, we will review and update our policy as appropriate and in line with Suffolk policy and procedure to ensure all schools in All Saints Schools Trust are safe places to learn and work.

## **15. Information Sharing, Record Keeping and Confidentiality**

### **15.1. Information Sharing**

Information sharing is vital to Safeguarding, identifying and tackling all forms of abuse and promoting the welfare of children and young people. A key factor identified in many Serious Case Reviews (SCRs), has been a failure by practitioners to record information, share it, to understand its significance and then take appropriate action. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. No employee in the All Saints Schools Trust should assume someone else will pass on information which may be critical to keeping a child safe.

As part of meeting a child's needs, All Saints Schools Trust understands that it is critical to recognise the importance of information sharing between professionals and local agencies and will contribute to multi-agency working in line with Working Together to Safeguard Children. Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 1998 & GDPR, 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of

harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns.

Staff will have regard to the Government guidance: [Information sharing: advice for practitioners providing safeguarding services](#).

Well-kept records are essential to good child protection practice. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing on a concerns form. If in doubt about recording requirements, staff should discuss with the DSL.

The school will have regard to SCC [Guidance for schools on maintaining and transferring student safeguarding/child protection records](#).

The school recognises that confidentiality should be maintained in respect of all matters relating to child protection. Information on individual child protection cases may be shared by the DSL or deputy DSL with other relevant members of staff. This will be on a 'need to know' basis and where it is in the child's best interests to do so.

A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents/carers or students), or promise a child to keep a secret which might compromise the child's safety or wellbeing.

The school will always undertake to share its intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, staff will consult with the MASH Professional Consultation Line on this point.

## **15.2. Timely Sharing of Information**

This is paramount when a child changes school. Information (both anecdotal and written documentation) will be shared between the DSL and the receiving school/college so that all pertinent information can be passed on to help safeguard the child. In addition, all child protection files will be securely transferred to the receiving school and receipt of their safe arrival required via written confirmation.

## **16. Whistleblowing**

The governing body recognises that children cannot be expected to raise concerns in an environment where staff fail to do so.

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example, students in the school or members of the public.

All staff, volunteers and students should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions/inactions of others, poor or unsafe practice and potential failures in the school's safeguarding arrangements.

The governing body recognises that everyone in the school community should feel able to report any child protection and/or safeguarding concerns through existing procedures within school, including the whistleblowing procedure adopted by

governors where necessary. However, for members of staff who do not feel able to raise such concerns internally, there is a NSPCC whistleblowing helpline. Staff can call 0800 028 0285 (line available from 8.00am to 8.00pm, Monday to Friday) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Further information and guidance is available in the Trust Whistleblowing policy.

## **17.Preventing Radicalisation and Extremism**

### **17.1. Rationale**

Children are vulnerable to extremist ideology and radicalisation. In today's modern world, children may be exposed to many radical and extremist views, both through the people they may meet and through a wide range of media. 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. 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 may be at risk of radicalisation and act proportionately which may include the DSL (or deputy) making a referral to the Channel programme.

Similar to protecting children from other forms of harm and abuse, protecting children from this risk is part of All Saints Schools Trust's safeguarding approach.

[Extremism](#) is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

[Radicalisation](#) refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

[Terrorist](#) 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. (Definitions are from current Government policy).

### **17.2. The PREVENT Duty and Channel**

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

The Prevent duty is seen as part of our school's wider safeguarding obligations. The Designated safeguarding lead and deputies should familiarise themselves with the [Revised Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76 which are specifically concerns 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.

### **Additional Support**

## **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. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: [Channel Guidance](#), and a Channel awareness e-learning programme is available for staff at: [Channel General Awareness](#).

The school's Designated Safeguarding Lead (and deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

### **17.3. In School Approach**

Children at All Saints Schools Trust are privy to a host of avenues where radicalisation and extremism is discussed:

Students are also taught about having their own voice and not always heeding the views of other people, especially if they have doubts about them.

The PSHE & RE curriculum covers aspects of bullying and rights.

The school has an internal referral process whereby staff can flag up any concerns they have around radicalisation and extremism. Any colleague with concerns should complete a Concern Form available in the staffroom and pass immediately to the Head of School/DSL. The DSL may then make a VTR (Vulnerable to Radicalisation) referral; at this stage parents should not be informed.

The concern is logged, and a timeline started. The Police and Social Services will be contacted. The school has a risk assessment in place and identifies students who may be at risk of Radicalisation and Extremism.



**17.4****Radicalisation and Extremism Concern Form**

<b>Student name:</b>	<b>Staff logging concerns:</b>	<b>Date:</b>
<b>Nature of concern:</b>		<b>Tick:</b>
Inappropriate content on phone		
Inappropriate material held by student		
Propaganda material		
Overheard conversation		
Gang mentality		
Other concern		

**Describe in as much detail as possible your concern and note any behaviours observed:**

Please continue over if necessary

**Once completed hand this form IMMEDIATELY to a DSL**

## 17.5 Radicalisation and Extremism Risk Assessment

### The School

Question	Answer	Evidence/comment
Does the school have a policy	Yes	Part of Safeguarding policy
Does the school work with outside agencies on R and E	yes	Police and Social Care
Has the school got a nominated R and E Lead	yes	Melanie Barrow (CEO)
Do staff have a process to voice their concerns	yes	Internal Referral Form
Do children have a process to voice their concerns	yes	Class teacher, Headteachers/ Head of School
Are there opportunities for students to learn about R and E	yes	PSHE lessons and assemblies
Are there documented cases of R and E at the school	yes	Cohort of students are white British majority and Primary aged, no issues have ever been raised yet.
Is the school particularly prone to R and E	no	
The schools conduct an annual Remembrance Service with the local British Legion Office held in school. All students participate in the service and pay their respects as an entire cohort. We also celebrate British Values.		
Evaluation:	<b>LOW RISK</b>	Policy needs to be reviewed by Governing Body every new academic year. Assemblies and curriculum are sufficient to provide students' knowledge of R and E and what to look for to protect themselves and others at Primary School age.

### The Students

Question	Answer	Evidence/comment
Are students aware of what R and E is	Yes- age appropriately	Assemblies, RE lessons and through PSHE
Are individual students risk assessed	yes	If a R & E concern form is filled in. Students who are perceived to be vulnerable are identified early and flagged up to all staff.
Students at risk	none	Always monitoring situation
Evaluation:	<b>LOW RISK</b>	Staff will continue to monitor all students.

### The community

The local community which the school serves consists predominantly of white British families.

Evaluation:	<b>LOW RISK</b>	As and when a concern is raised or an issue appears likely the school will work with families and the wider community on R & E.
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## 17.6 PREVENT SELF ASSESSMENT

<b>PREVENT OBJECTIVE 1: Clear leadership and accountable structures are in place and visible throughout the organisation</b>	
<u>Evidence:</u>	<u>Tick:</u>
There is an identified strategic PREVENT lead within the Trust	✓ Melanie Barrow and DSLs
The strategic lead understands the expectations and key priorities to deliver PREVENT and that this is embedded within Safeguarding Procedures	✓
The Senior Leadership Team are aware of the PREVENT Strategy and its objectives	✓
There is a clear awareness of roles and responsibilities throughout organisation regarding PREVENT	✓ Staff understand the need to flag up concerns and there is a clear process to follow
PREVENT safeguarding responsibilities are explicit within the Schools Safeguarding Team	✓ R and E is connected to Safeguarding and Child Protection Policy and systems in school
The Prevent agenda and its objectives has been embedded within the appropriate Safeguarding processes	✓

<b>PREVENT OBJECTIVE 2: Staff and the Governing Body have been appropriately trained according to their role</b>	
<u>Evidence:</u>	<u>Tick:</u>
Further training on the Prevent agenda is made available to the Strategic Prevent lead and Safeguarding leads where appropriate	All Staff and Gobs complete online ✓ Channel Training
There is appropriate staff guidance and literature available to staff on the Prevent agenda	✓ There is appropriate staff guidance and literature available to staff on the Prevent

<b>PREVENT OBJECTIVE 3: An appropriate reporting and referral process is in place and referrals are being managed effectively</b>	
<u>Evidence:</u>	<u>Tick:</u>
Ensure that preventing young people from being exposed to radicalisation or extremism is part of the school's safeguarding policies and procedures.	✓ Also in safeguarding policy and part of staff induction

A single point of contact [SPoC] for any PREVENT concerns raised by staff within the school has been identified	✓ Melanie Barrow
An appropriate internal PREVENT referral process has been developed	✓ Referral form and clear process
Partner agency communication channels have been developed	✓ PREVENT Lead at Suffolk Police (Andy Hill, Sgt 3482) first port of call when outside agencies need to be consulted or for making a Channel referral.
An audit trail for notification reports/referrals exists	✓ Time line of event created once referral is made
PREVENT referrals/notifications are being managed or overseen by relevant staff	✓
A process is in place to identify and develop 'lessons learnt'	✓ School would consult with county safeguarding lead and Sgt Andy Hill

<b>PREVENT OBJECTIVE 4: A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion</b>	
<b>Evidence:</b>	<b>Tick:</b>
School has a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children aimed at protecting them from radicalisation and extremist influences	✓ PSHE, assemblies and Ethics curriculum
The school delivers training that helps develop critical thinking skills around the power of influence, particularly on-line and through social media.	✓ PSHE lessons, RE lessons, assemblies etc
Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations.	✓ Through PSHE, RE and assemblies
Staff are able to provide appropriate challenge to students, parents or governors if opinions are expressed that are contrary to fundamental British values and promotion of community cohesion.	✓ referral system in place that follows safeguarding processes

## Appendix A

### Designated and Deputy Safeguarding Leads for Schools in the All Saints School Trust

All Saints Primary School, Laxfield	
Designated Safeguarding Lead	Mrs Melanie Barrow
Deputy Safeguarding Lead	Mrs Katharine Minns
Charsfield C of E Primary School	
Designated Safeguarding Lead	Mrs Amie Reeve
Deputy Safeguarding Lead	Dr Paul Parslow-Williams
Dennington C of E Primary School	
Designated Safeguarding Lead	Mrs Charys Rushbrook
Deputy Safeguarding Lead	Dr Paul Parslow-Williams
Fressingfield Primary School	
Designated Safeguarding Lead	Mr Mark Taylor
Deputy Safeguarding Lead	Mr Jeremy Leicester
<b>Great Whelnetham</b>	
Designated Safeguarding Lead	Mrs Claire Flatman
Deputy Safeguarding Lead	Ms Imogen Wallis
Occold Primary School	

Designated Safeguarding Lead	Mrs Gemma Watts
Deputy Safeguarding Lead	Dr Paul Parslow-Williams
St Peter & St Paul C of E Primary School, Eye	
Designated Safeguarding Lead	Mr Steven Ginn
Deputy Safeguarding Lead	Mrs Caroline Jarvis
Stradbroke Primary School	
Designated Safeguarding Lead	Mrs Melanie Barrow
Deputy Safeguarding Lead	Mrs Hannah Hunt
Wortham Primary School	
Designated Safeguarding Lead	Mrs Claire Flatman
Deputy Safeguarding Lead	Mr Robert Varela

## Appendix B

### The Designated Safeguarding Lead Responsibilities (DSL):

- ☐ is a senior member of staff from the school's leadership team and therefore has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff
- ☐ takes lead responsibility for safeguarding and child protection in the school, which will not be delegated although the activities of the DSL may be delegated to appropriately trained deputies
- ☐ is appropriately trained, receives refresher training at two-yearly intervals and regularly (at least annually) updates their knowledge and skills to keep up with any developments relevant to their role
- ☐ acts as a source of support and expertise to the school community
- ☐ encourages a culture of listening to children and taking account of their wishes and feelings
- ☐ is alert to the specific needs of children in need, those with special educational needs, looked after children and young carers
- ☐ has a working knowledge of Suffolk Safeguarding Children Board (Suffolk LSCB) procedures
- ☐ has an understanding of the CAF process to ensure effective assessment and understanding of children's additional needs in order to inform appropriate provision of early help and intervention
- ☐ keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged, but kept separate from, the pupil's general file
- ☐ refers cases of suspected abuse to Suffolk's Multi-Agency Safeguarding Hub (MASH)
- ☐ notifies MASH if a child with a child protection plan is absent for more than two days without explanation
- ☐ ensures that, when a pupil leaves the school, all child protection records are passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained. If the child is the subject of an open case, the pupil's social worker is also informed
- ☐ attends and/or contributes to child protection conferences, strategy meetings and multi-agency sexual exploitation (MASH) meetings
- ☐ co-ordinates the school's contribution to child protection plans as part of core groups, attending and actively participating in core group meetings
- ☐ develops effective links with relevant statutory and voluntary agencies including the Suffolk LSCB
- ☐ ensures that all staff sign to indicate that they have read and understood the Safeguarding and Child Protection policy and Staff Behaviour Policy (Code of Conduct)
- ☐ has a working knowledge of relevant national guidance in respect of all specific safeguarding issues highlighted in Section 5 (page 6) and Annex A of *Keeping Children Safe in Education 2016*, ensuring that all staff receive necessary training, information and guidance
- ☐ ensures that the safeguarding and child protection policy and procedures are regularly reviewed and updated annually, working with the whole school community of pupils, parents, staff, volunteers and governors and/or proprietors regarding this
- ☐ liaises with the nominated governor and headteacher (where the DSL role is not carried out by the headteacher) as appropriate
- ☐ keeps a record of staff attendance at child protection training
- ☐ makes the safeguarding and child protection policy available publicly, i.e. on the school's website or by other means
- ☐ ensures parents are aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made
- ☐ ensures that the headteacher/head of school is aware of the responsibility under *Working Together 2015* to refer all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the Designated Officer (DO) in

the Local Authority within one working day prior to any internal investigation; and to the Disclosure and Barring Service (DBS) as appropriate.

**The Deputy Designated Safeguarding Lead(s)**

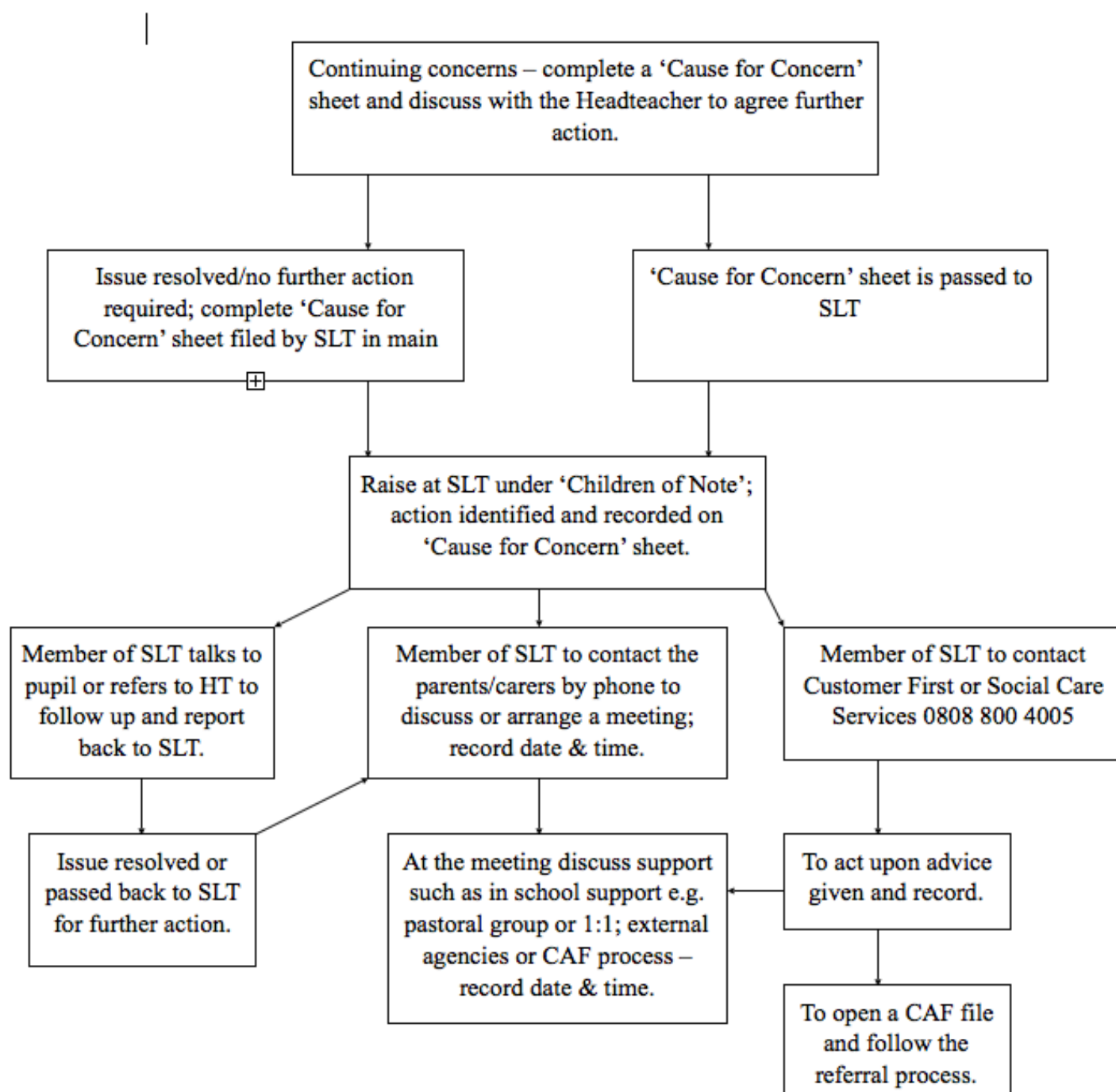
Is/are appropriately trained to the same level as the DSL and, in the absence of the DSL, carries out those functions necessary to ensure the on-going safety and protection of pupils. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.



## Cause for Concern Procedures Flowchart

**ANY DISCLOSURE INVOLVING HARM/ABUSE SHOULD BE REPORTED TO THE HEADTEACHER/DESIGNATED CP OFFICER WITHOUT ANY FURTHER QUESTIONING OF THE PUPIL INVOLVED.**

Initial concerns re: uniform/cleanliness/upset from staff should be addressed by the class teacher with the parent/carer in the first instance.



## Appendix D

### Recognising Concerns, Signs and Indicators of Abuse:

Safeguarding is not just about protecting children from deliberate harm. For our schools it includes such things as pupil safety, bullying, racist abuse and harassment, educational visits, intimate care, children missing from education and internet safety etc.

The witnessing of abuse can also have a damaging effect on those who are party to it, as well as the child subjected to the actual abuse, and in itself will have a significant impact on the health and emotional well-being of the child.

Abuse is defined as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm. Abuse can take place in any family, institution or community setting; by telephone or on the internet. They may be abused by an adult or adults or another child or children. Abuse can often be difficult to recognise as children may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstances change. However, it is important to know the indicators of abuse and to be alert to the need to consult further.

The following indicators listed under the categories of abuse are not an exhaustive list.

#### a) Physical Abuse

This can involve hitting, shaking, throwing, poisoning, punching, kicking, scalding, burning, drowning and suffocating or otherwise causing physical harm to a child. It can also result when a parent or carer deliberately causes the ill health of a child in order to seek attention through fabricated or induced illness. This was previously known as Munchausen's Syndrome by Proxy.

#### b) Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

Emotional Abuse is where a child's need for love, security, recognition and praise is not met. It may involve seeing or hearing the ill treatment of someone such as in situations of Domestic Violence or Domestic Abuse. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. A parent, carer or authority figure is considered emotionally abusive when they are consistently hostile or rejecting, threatening or undermining toward a child or other family member. It can also occur when children are prevented from having social contact with others.

Symptoms that indicate emotional abuse include:

- Excessively clingy or attention seeking.
- Very low self-esteem or excessive self-criticism.

- Withdrawn behaviour or fearfulness.
- Lack of appropriate boundaries with strangers ; too eager to please.
- Eating disorders or self-harm.

#### c) Sexual Abuse

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

#### d) Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers);
- ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

(Source Keeping Children Safe in Education July 2016)

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw and each small piece of information will help the DSL to decide how to proceed.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- ☐ have bruises, bleeding, burns, fractures or other injuries;
- ☐ show signs of pain or discomfort;
- ☐ keep arms and legs covered, even in warm weather;
- ☐ be concerned about changing for PE or swimming;
- ☐ look unkempt and uncared for;
- ☐ change their eating habits;
- ☐ have difficulty in making or sustaining friendships;
- ☐ appear fearful;
- ☐ be reckless with regard to their own or other's safety;
- ☐ self-harm;
- ☐ frequently miss school or arrive late;

- ☐ show signs of not wanting to go home;
- ☐ display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn;
- ☐ challenge authority;
- ☐ become disinterested in their school work;
- ☐ be constantly tired or preoccupied;
- ☐ be wary of physical contact;
- ☐ be involved in, or particularly knowledgeable about drugs or alcohol; and/or
- ☐ display sexual knowledge or behaviour beyond that normally expected for their age and/or stage of development.
- ☐ acquire gifts such as money or a mobile phone from new 'friends' or adults recently acquainted with the child's family

It is very important that staff report all of their concerns, however minor or insignificant they may think they are – they do not need 'absolute proof' that the child is at risk.

## Appendix E

Further information on specific safeguarding issues (source: Annex A, KCSiE)

### 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](#).

They explain each step of the process and 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 child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zone, 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 or college's unauthorised absence and children missing from education procedures.

### Children with family members in prison

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

### Child sexual exploitation

Child sexual exploitation is a form of sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 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. He victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex
- can still be abuse even if the sexual activity appears consensual
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity
- can take place in person or via technology, or a combination of both
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media)

- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who have older boyfriends or girlfriends
- children who suffer from sexually transmitted infections or become pregnant
- 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 criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episode, when the victim may have been trafficked or the purpose of transporting drugs and a referral to the National Referral Mechanism<sup>1</sup> should be considered. Like other forms of abuse and exploitation, county lines exploitation:

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

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

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<sup>1</sup> [National crime agency human-trafficking](#)

- emotional

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. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

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 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, 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 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 just 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' violence

So-called honour-based violence (HBV) 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 HBV 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 HBV, or already having suffered HBV.

#### Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, 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 multiagency 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<sup>2</sup> that requires a different approach (see following section).

#### 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 2016) 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 will face disciplinary sanctions. It will be rare for teachers to see visual evidence and they should not be examining pupils, 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.<sup>3</sup> Unless the teacher has good reason not to, they should still consider and discuss any such case with the school 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. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

#### Forced marriage

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

The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), with pages 35-36 of which focus on the role of schools and colleges. School and college

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<sup>2</sup> Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

<sup>3</sup> Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.



staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fm@fco.gov.uk](mailto:fm@fco.gov.uk).

### Preventing radicalisation

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

[Extremism](#)<sup>4</sup> is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

[Radicalisation](#)<sup>5</sup> refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

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) and settings (such as the internet).

However, it is possible to protect vulnerable people from 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 may be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

### The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard<sup>6</sup> to the need to prevent people from being drawn into terrorism".<sup>7</sup> This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the [Revised Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76 which are specifically concerns 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.

### Additional support

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

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

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<sup>4</sup> As defined in the Government's Counter Extremism Strategy

<sup>5</sup> As defined in the Revised Prevent Duty Guidance for England and Wales

<sup>6</sup> According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

<sup>7</sup> "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

[Educate Against Hate](#), a website launched by Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

#### Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: [Channel Guidance](#), and a Channel awareness e-learning programme is available for staff at: [Channel General Awareness](#).

The school or college's Designated Safeguarding Lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

#### Peer on peer 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) 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 initiating/hazing type violence and rituals.

#### Upskirting

This is defined by KCSIE, 2019 as "typically involves taking pictures 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".

This is now a criminal offence and can carry a prison sentence. This will be taken seriously by All Saints Schools Trust.

Students will be taught to protect themselves via PSHE lessons and assemblies, while staff will be given suitable advice about protecting themselves.

Further guidance can be found at: [www.gov.uk/government/news/upskirting-know-your-rights](http://www.gov.uk/government/news/upskirting-know-your-rights)

#### 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 risk 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 offences under the Sexual Offences Act 2003<sup>8</sup> 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?<sup>9</sup> 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.<sup>10</sup>

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

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<sup>8</sup> [Legislation.gov.uk](https://legislation.gov.uk)

<sup>9</sup> 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 [here](#)

<sup>10</sup> [PSHE Teaching about consent](#) from the PSHE association provides advice and lesson plans to teach consent at Key Stage 3 and 4.

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.<sup>11</sup> It may include:
  - non-consensual sharing of sexual images and videos;
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media; and
  - sexual exploitation; coercion and threats

#### 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 23 in Part 1 of KCSiE. 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 or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	<a href="#">What to do if you're worried a child is being abused</a>	DfE advice
	<a href="#">Domestic abuse: Various Information/Guidance</a>	Home Office
	<a href="#">Faith based abuse: National Action Plan</a>	DfE advice
	<a href="#">Relationship abuse: disrespect nobody</a>	Home Office website
Bullying	<a href="#">Preventing bullying including cyberbullying</a>	DfE advice
Children and the courts	<a href="#">Advice for 5-11 year old witnesses in criminal courts</a>	MoJ advice
	<a href="#">Advice for 12-17 year old witnesses in criminal courts</a>	MoJ advice
Children missing from education, home or care	<a href="#">Children missing education</a>	DfE statutory guidance
	<a href="#">Children missing from home or care</a>	DfE statutory guidance
	<a href="#">Children and adults missing strategy</a>	Home Office strategy
Children with family members in prison	<a href="#">National Information Centre on Children of Offenders</a>	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	<a href="#">County Lines: criminal exploitation of children and vulnerable adults</a>	Home Office guidance

<sup>11</sup> [Project deSHAME](#) from Childnet provides useful research, advice and resources regarding online sexual harassment.  
September 2020

	<a href="#">Child sexual exploitation: guide for practitioners</a>	DfE
	<a href="#">Trafficking: safeguarding children</a>	DfE and HO guidance
Drugs	<a href="#">Drugs: advice for schools</a>	DfE and ACPO advice
	<a href="#">Drugs strategy 2017</a>	Home Office strategy
	<a href="#">Information and advice on drugs</a>	Talk to Frank website
	<a href="#">ADEPIS platform sharing information and resources for schools: covering drug (&amp; alcohol) prevention</a>	Website developed by Mentor UK
“Honour Based Violence” (so called)	<a href="#">Female genital mutilation: information and resources</a>	Home Office
	<a href="#">Female genital mutilation: multi agency statutory guidance</a>	DfE, DH, and HO statutory guidance
	<a href="#">Forced marriage: information and practice guidelines</a>	Foreign Commonwealth Office and Home Office
Health and Well-being	<a href="#">Fabricated or induced illness: safeguarding children</a>	DfE, Department for Health and Home Office
	<a href="#">Rise Above: Free PSHE resources on health, wellbeing and resilience</a>	Public Health England resources
	<a href="#">Medical conditions: supporting pupils at school</a>	DfE statutory guidance
	<a href="#">Mental health and behaviour</a>	DfE advice
Homelessness	<a href="#">Homelessness: How local authorities should exercise their functions</a>	HCLG
Online	<a href="#">Sexting: responding to incidents and safeguarding children</a>	UK Council for Child Internet Safety
Upskirting	<a href="http://www.gov.uk/government/news/upskirting-know-your-rights">www.gov.uk/government/news/upskirting-know-your-rights</a>	UK Gov Know your rights
Private fostering	<a href="#">Private fostering: local authorities</a>	DfE – statutory guidance
Radicalisation	<a href="#">Prevent duty guidance</a>	Home Office guidance
	<a href="#">Prevent duty advice for schools</a>	DfE advice
	<a href="#">Educate Against Hate Website</a>	DfE and Home Office
Violence	<a href="#">Gangs and youth violence: for schools and colleges</a>	Home Office advice
	<a href="#">Ending violence against women and girls 2016-2020 strategy</a>	Home Office strategy
	<a href="#">Violence against women and girls: national statement of expectations for victims</a>	Home Office guidance
	<a href="#">Sexual violence and sexual harassment between children in schools and colleges</a>	DfE advice
	<a href="#">Serious violence strategy</a>	Home Office Strategy

Appendix F

An Example of a Visitor Information Leaflet



**St Peter & St Paul  
CEVAP School**

**Visitor Information  
and Safeguarding  
Guidelines**

**Welcome to Our School**

In partnership with  
the local community,  
we aim to promote a  
**love of learning**  
within a  
**safe and happy environment,**  
which is underpinned by  
**Christian belief and practice**  
and  
**where every person matters.**

**'Together We Learn'**

**First Aid**

If you discover a child with any medical concerns, or who seems ill, they should be referred to the Class Teacher, Head or Deputy Head, where they can be seen and assessed by a qualified first aider.

**Fire!**

In the event of a fire, or the fire alarm sounding, the children will be escorted quickly from the building onto the school playground, where they will line up in classes and the register will be taken.  
ALL visitors and volunteers are also required to follow this procedure.

**Confidentiality**

I understand that, in the course of my duties at St Peter and St Paul CEVAP School, I may encounter, learn or have revealed to me personal information of a confidential nature relating to the pupils or their families. This information may be imparted to me orally, in writing or electronically, at any time or place. I will respect the confidentiality of such information will not use or disclose such information except lawfully and in accordance with the school's confidentiality policy.

**Acceptable Use of ICT**

I understand that, in the course of my duties at St Peter and St Paul CEVAP School, I may have access to ICT systems and passwords. I will respect this information and will not access or download offensive material.

Neither will I disclose passwords or other sensitive information. I understand that the use of mobile phones, tablets or other

St Peter and St Paul CEVAP School  
Church Street  
Eye  
Suffolk  
IP23 7BD

Telephone: 01379 870497  
Fax: 01379 871155  
email: [admin@eyeprimarysuffolk.org](mailto:admin@eyeprimarysuffolk.org)  
[www.sspeterandpaulprimaryeye.co.uk](http://www.sspeterandpaulprimaryeye.co.uk)



## Appendix G

### Example of School Recording Form for Safeguarding Concerns

(Must be hand-written)

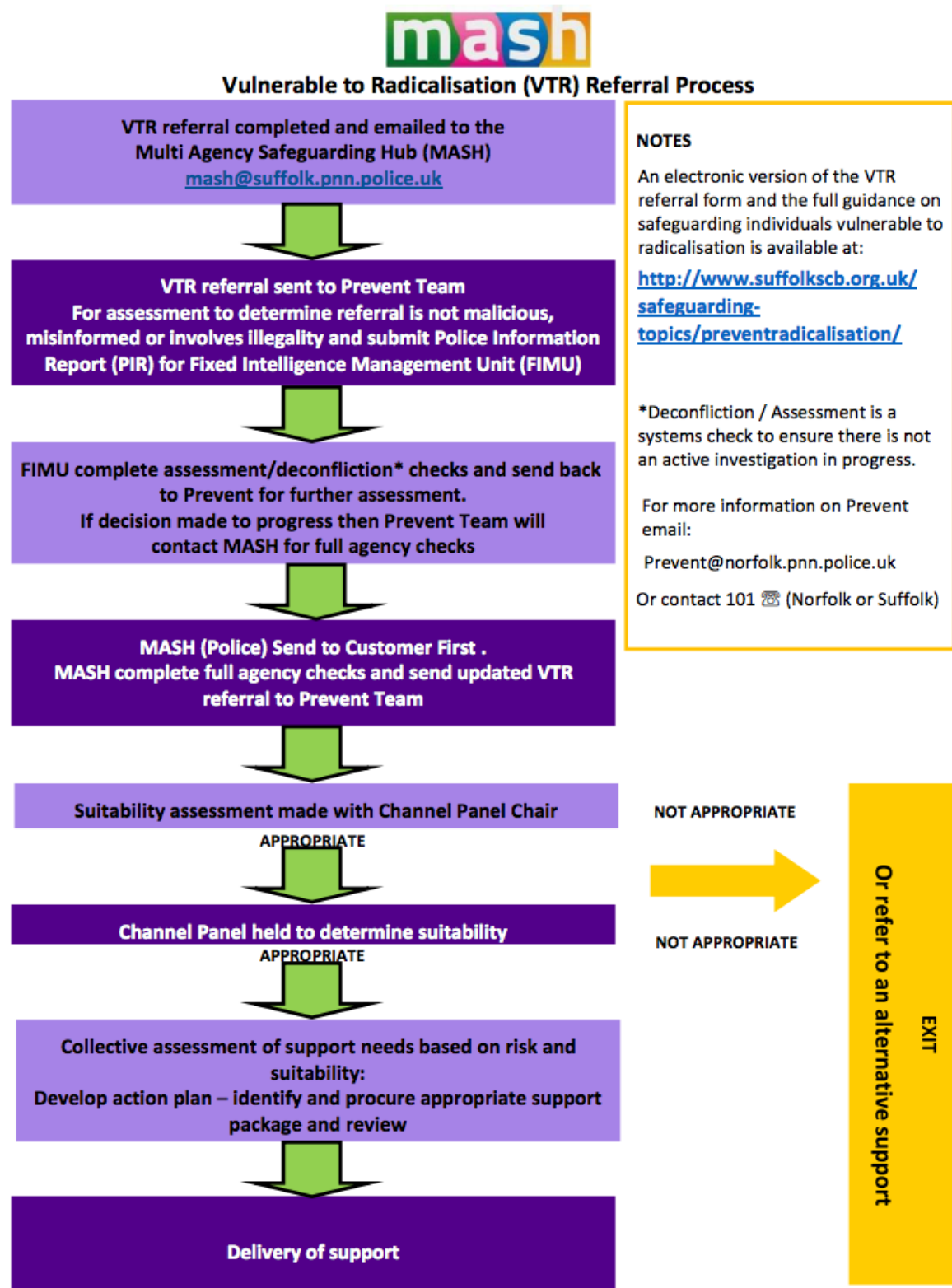
Name of student/ person making the disclosure or that you are concerned about	Childs date of birth	Tutor Group/ Form/Class	<b>Your name</b> (and position in school)

Nature of Concern/Disclosure									
<p align="center"><b><u>(Remember to only record fact DO NOT add your own opinion)</u></b></p>									
Was there an injury?	Yes		No		Did you see it?	Yes		No	
Describe the injury:									
Have you filled in a body plan to show where the injury is and its approximate size?						Yes		No	
Was anyone else with you?	Yes		No		Who?				
Where were you?									
Has this happened before?			Yes		No				
Did you report the previous incident?			Yes		No	To Whom?		Date:	
Is the safeguarding concern enabled or dependant on the internet						Yes*		No	
<p>*If yes, discuss this with your e-safety Lead, follow the e-safety reporting flow chart and ensure that this is recorded on the e-safety Lead's log.</p>									

Who are you passing this information on to?	DSL	Senior Leader	LADO	Police	Customer First
Please give details including their name and contact number:					
Name:	Time:			Date:	
Your Signature:		Date:			
Print Name:					
For use by DSL only:			Date and Time received:		
Summary of Action Taken:					
Referred to:	Recorded on log Yes <input type="checkbox"/> No <input type="checkbox"/>		Date and time completed :		
	Log ref number:				



## Appendix H



## Appendix I

### Important Contact Information

For further advice or if you have any questions related to this policy, please speak to your Designated Safeguarding Lead or visit the LSCB website at [www.suffolkscb.org.uk](http://www.suffolkscb.org.uk).

Agency		Contact Details:
Multi-agency Safeguarding Hub (MASH) Professional Consultation Line:		03456 061 499
Customer First:		0808 800 4005
NSPCC whistle-blowing helpline for staff:		0800 028 0285 <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
NSPCC general number for parents/carers:		0808 800 5000 (24 hour helpline) <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
Police Emergency:		999
Suffolk Police Main Switchboard:		01473 613500
Suffolk Police Cybercrime Unit:		101
Suffolk Local Safeguarding Children Board		<a href="http://www.suffolkscb.org.uk">www.suffolkscb.org.uk</a>
Suffolk County Council:	<a href="http://www.suffolk.gov.uk/community-and-safety/staying-safe-online/e-safer-suffolk/">www.suffolk.gov.uk/community-and-safety/staying-safe-online/e-safer-suffolk/</a>	

## Document History

Version	Date	Comments
Issue 1	October 2018	Drafted in line with current Safeguarding guidance
Issue 2	October 2019	Revised in line with Keeping Children Safe in Education 2019 and new Upskirting legislation.
Appendix added	March 2020	COVID procedures appendix added
COMPLETE REDRAFT		
Issue 1	September 2020	Complete Revision in line with new KSIE Update for 2020 and inclusion of Prevent/ COVID Policy

## **Appendix J Coronavirus Appendix- September 2020**



### **COVID-19 school closure arrangements for Safeguarding and Child Protection at**

AUTUMN 2020

CEO: Melanie Barrow

DEPUTY CEO: Paul Parslow-Williams

CHAIR OF TRUSTEES: James Hargrave

REVIEW CYCLE: 6 months

DATE OF REVIEW: September 2020

NEXT REVIEW: March 2021

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## 1. Context

From 20<sup>th</sup> March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This appendix to the Trust Safeguarding Policy was written in response to lock down and this current revision is being revised for Autumn Term 2020 and in the event of a possible second lock down.

## **Vulnerable children**

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead (and deputies) must know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

The All Saints Schools Trust will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be the Headteacher of each school.

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Trust will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, the Trust or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

All Saints Schools Trust will encourage our vulnerable children and young people to attend a school, including remotely if needed.

## **Attendance monitoring**

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

Headteachers and social workers will agree with parents/carers whether children in need should be in school or not and will then follow up on any pupil that they were expecting to attend, who does not. School will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend through email, telephone call or home visit.

To support the above, we will, when communicating with parents/carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, we will notify their social worker.

A register of staff in school each day will also be kept. This could include volunteers or staff from other schools. If this was the case relevant background and training checks would be completed, see section on safer recruitment/volunteers for further details.

## **Designated Safeguarding Lead**

Each School has a Designated Safeguarding Lead (DSL) and a Deputy DSL's.

The Designated Safeguarding Leads are listed above. They are Melanie Barrow, Claire Flatman, Steven Ginn, Paul Parslow-Williams and Mark Taylor. In an emergency any DSL can be called upon.

The Deputy Designated Safeguarding Leads are: Hannah Hunt, Caroline Jarvis, Jeremy Leicester, Katharine Minns, Amie Reeve, Emily Rowe, Charys Rushbrook, Robert Varela and Imogen Wallis.

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for coordinating safeguarding on site.

This might include updating and managing access to child protection records and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that all Trust staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of who that person is and how to speak to them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

## **Reporting a concern**

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via the Safeguarding forms available at any Primary school.

In the unlikely event that a member of staff cannot access a CP concern for, they should email the CEO Designated Safeguarding Lead: [m.barrow@asst.org.uk](mailto:m.barrow@asst.org.uk). This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should report the concern to the leader on site.

Concerns around the leaders should be directed to the CEO: [m.barrow@asst.org.uk](mailto:m.barrow@asst.org.uk), while concerns about the CEO should be shared with the Chair of Trustees: James Hargrave.

The Trust will continue to offer support in the process of managing allegations.

## **Safeguarding Training and induction**

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus.

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter Trust, they will continue to be provided with a safeguarding induction.



If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

For movement within the Trust, schools should seek assurance from the Headteacher that the member of staff has received appropriate safeguarding training.

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

## **Safer recruitment/volunteers and movement of staff**

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. If in the unlikely event of recruiting new staff, ASST will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where ASST is utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

ASST will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

ASST will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct' advice for making a referral.

During the COVID-19 period all referrals should be made by emailing [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk)

Whilst acknowledging the challenge of the current National emergency, it is essential from a  
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safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, ASST will continue to keep the single central record (SCR) up to date for each school as outlined in paragraphs 148 to 156 in KCSIE.

## **Online safety in school**

ASST will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

## **Children and online safety away from school**

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Safeguarding & Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the Acceptable Use of ICT Policy. As a rule, we are only recommending trusted online sites or tasks set on various online platforms such as My Maths, Times Table Rockstars. The schools will ensure their own Google Classroom platforms have secure pupil logins.

ASST will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons (which we are not using at the moment) especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff should record, the length, time, date and attendance of any sessions held.

## **Supporting children not in school**

ASST is committed to ensuring the safety and wellbeing of all its Children and Young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded on CP files as should a record of contact made.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualized contact methods should be considered and recorded.

ASST and its DSL's will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will, where possible advise parents about vetting possible tutors if this is a route they are considering. All parents and students have been made aware of the dangers of online platforms via our social media platforms and website. We will continue to update this advice as new information becomes available.

The school will share safeguarding messages on its website and social media pages, including reminders about the contact detail stickers added to all student planners before the school closure.

ASST recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at ASST need to be aware of this in setting expectations of pupils' work where they are at home.

ASST will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them.

## **Supporting children in school**

All Saints Schools Trust is committed to ensuring the safety and wellbeing of all its pupils.

ASST will continue to be a safe space for all children to attend and flourish. The Executive Heads/Head of Schools will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety and support staff are available to operate the school site.

ASST will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

ASST will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them.

Where leaders at any Key Worker bases have concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – we will discuss these concerns immediately with the trust.

## **Peer on Peer Abuse**

ASST recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.

The school will listen and work with the young person, parents/carers and any multi- agency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded on Child Protection files and appropriate referrals made.

## **Support from the All Saints Schools Trust**

The All Saints Schools Trust (ASST) Central Strategic Team will provide support and guidance as appropriate to enable the DSL's to carry out their role effectively.

This includes enabling access to Child Protection files for the purpose of quality assurance, support, guidance and direction.

The ASST will also provide regular supervision and/or support sessions. This may take the form of an online meeting or telephone call.