

All Saints Schools Trust



Safeguarding and Child Protection Policy 2018-19

	Date	Signed
Agreed by Trust Board:	October 2018	Chair of Board James Hargrave
Lead:	HR Committee	
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*Schools and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. 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 – DfE, 2019)

1. Introduction

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education 201 as:

- ☐ Protecting children from maltreatment
- ☐ Preventing impairment of children's health or development
- ☐ Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- ☐ Taking action to enable all children to have the best outcomes

This Safeguarding and Child Protection Policy is for all staff, parents, governors, volunteers and the wider Trust and school community. It should be read in conjunction with the Safer Recruitment Policy, Staff Code of Conduct, Positive Handling (Physical Restraint) Policy, Anti-Bullying & Prejudice Incidents Policy, Behaviour & Discipline Policy, Health, Safety & Welfare Policy, Educational Visit Policy, Online Safety Policy, Social Media and Photography guidance. It should also be read in conjunction with Keeping Children Safe in Education (DfE, 2019).

2. Ethos

The Trust recognises the contribution that its schools can make in ensuring that all pupils registered or who use their schools, feel that they will be listened to and have appropriate action taken to any concerns they may raise. The Trust will promote a culture of openness whereby concerns or worries can be appropriately raised. All staff and regular visitors will, either through training or induction, know how to recognise a disclosure from a child and will know how to manage this. We will not make promises to any child and will not keep secrets. Every child will know what their chosen adult will have to do with whatever they have been told.

3. Statutory Framework

Section 157 of the Education Act 2002 places a statutory responsibility on Governing Bodies and Proprietors to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

All staff must work in accordance with multi-agency procedures developed by Suffolk SCB.

Our schools also work in accordance with the following legislation and guidance:

- *Keeping Children Safe in Education (DfE, 2019)*

- *Working Together (HMG, 2015) – updated version expected June 2018 Education Act (2002)*
- *Serious Crime Act 2015 (Home Office, 2015)*
- *Sexual Offences Act (2003)*
- *Education (Pupil Registration) Regulations 2006*
- *Information sharing advice for safeguarding practitioners (HMG, 2015)*
- *Data Protection Act (2018)*
- *What to do if you're worried a child is being abused (HMG, 2015)*
- *Searching, screening and confiscation (DfE, 2018)*
- *Children Act (1989)*
- *Children Act (2004)*
- *Preventing and Tackling Bullying (DfE, 2017),*
- *Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)*
- *Sexual violence and sexual harassment between children in schools and colleges (DfE, 2017)*

4. Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. Due to their day-to-day contact with pupils, staff in our schools are uniquely placed to observe changes in children's behaviour and the outward signs of abuse, neglect, exploitation and radicalisation. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that all school staff are alert to the signs of abuse, are approachable and trusted by pupils/students, listen actively to children and understand the procedures for reporting their concerns. The school will act on identified concerns and will provide early help to prevent concerns from escalating.

There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our schools with these specific responsibilities (the designated safeguarding lead and deputy designated safeguarding lead) are shown in Appendix A.

The Local Governing Body

The Governing Body in each school ensures that the policies, procedures and training in their school are effective and comply with the law at all times. It ensures, in association with the Trust, that all required policies relating to safeguarding are in place and that the child protection policy reflects statutory and local guidance and is reviewed at least annually.

The Governing Body ensures there is a named Designated Safeguarding Lead with responsibility for dealing with all safeguarding issues in the school.

The Governing Body ensures the school contributes to inter-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements.

The Governing Body ensures that all staff members undergo safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive regular safeguarding and

child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our children safe.

The Governing Body ensures that children are taught about safeguarding, including online, ensuring that appropriate filters and monitoring systems for online usage are in place. Our children will be taught how to keep themselves safe through teaching and learning opportunities as part of a broad and balanced curriculum. This may include covering relevant issues through personal social, health and economic education (PHSE) and sex and relationships education (SRE).

The Governing Body and school leadership team in each school are responsible for ensuring the school follows recruitment procedures that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the 'Safer Recruitment' policy for further information). It ensures that volunteers are appropriately supervised in school. At least one member of each recruitment panel will have attended safer recruitment training.

The Designated Safeguarding Lead (and Deputy)

The Designated Safeguarding Lead in each school takes lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They act as a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to the Multi-Agency Safeguarding Hub (MASH) are made in accordance with current procedures. They work with the local authority and other agencies as required.

If for any reason the Designated Safeguarding Lead is unavailable, the Deputy Designated Safeguarding Lead will act in their absence.

The Responsibilities of the Designated Safeguarding Lead (DSL) are attached as Appendix B.

The Headteacher/Head of School

The Headteacher/Head of School works in accordance with the requirements upon all school staff. In addition, he/she ensures that all safeguarding policies and procedures adopted by the Trust and Governing Body are followed by all staff and that sufficient time and resources are allocated to allow staff members to discharge their safeguarding responsibilities. He/she supports the designated teacher for Children in Care or Previously in Care (CiC) to promote the educational achievement of any pupils who are looked after by the Local Authority.

All School Staff

Everyone in our schools has a responsibility to provide a safe learning environment in which our children can learn.

Our staff recognise that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, so that appropriate support may be provided and liaising with the DSL to report any concerns. All staff are 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, focussing on providing interventions to avoid escalation of worries and needs. In some 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 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 misusing drugs or alcohol themselves
- is at risk of modern slavery, trafficking or exploitation
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- has returned home to their family from care
- is showing early signs of abuse and/or neglect
- is at risk of being radicalised or exploited
- is a privately fostered child

All staff members are aware of and follow Trust and school processes of how to make a referral to the Multi-Agency Safeguarding Hub (MASH) if there is a need to do so. Keeping Children Safe in Education 2018 emphasises that any member of staff can contact and/or make a referral to the Multi-Agency Safeguarding Hub if they are concerned about a child. (Appendix C– Cause for Concern Procedures flowchart).

5. Types of Abuse / Specific Safeguarding Issues

Keeping Children Safe in Education (DfE, 2019) defines abuse as the 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 (e.g. via the internet). They may be abused by an adult or adults or another child or children”

The four main types of abuse referred to in Keeping Children Safe in Education are:

- ☐ Physical
- ☐ Emotional
- ☐ Sexual
- ☐ Neglect

Our schools are aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection. (Appendix D – Recognising Concerns, Signs and Indicators of 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 deputy) in each school, 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:

<https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

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

Peer on Peer Abuse

Our schools may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered, harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our schools recognise that some children may abuse their peers and any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures.

Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), physical harm, on-line abuse, prejudiced behaviour, gender-based abuse, 'sexting' or sexually harmful behaviour, sexual violence and sexual harassment and initiation/hazing type violence or rituals. We do not tolerate any harmful behaviour in our schools and will take swift action to intervene where this occurs. Our schools use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our schools understand the different gender issues that can be prevalent when dealing with peer on peer abuse.

When responding to reports or concerns of peer on peer abuse, our schools will deal with the situation immediately and sensitively and gather information as soon as possible to get the true facts around what has occurred. The safeguarding training given allows our staff to deal with such incidents confidently, talking to young people using age appropriate language and instigating immediate support in a calm and consistent manner. Staff will not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters. Staff will give thought to language used and the impact of that language on both the children and the parents should they become involved, to avoid creating a 'blame' culture which can leave a child labelled. Refer to the Anti-Bullying and Prejudice Related Incidents Policy.

Further information about current and specific safeguarding issues can be found in Appendix E. All staff should familiarise themselves with this.

6. Procedures

All staff members have a duty to identify and respond to suspected / actual abuse or disclosures of abuse. Any member of staff, volunteer or visitor to our schools who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the Designated Safeguarding Lead (or, in their absence, the Deputy Designated Safeguarding Lead). (Appendix C – Cause for Concern Procedures flowchart).

All action is taken in accordance with the following guidance;

- ☐ Suffolk Safeguarding Children Board guidelines
- ☐ Keeping Children Safe in Education (DfE, 2019)
- ☐ Working Together to Safeguard Children (DfE, 2015)
- ☐ What to do if you are worried a child is being abused – Advice for Practitioners (DfE, 2015)
- ☐ PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

Any staff member or visitor to our schools will refer concerns to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead. Where there is risk of immediate harm, concerns will be referred by telephone to the Multi-Agency Safeguarding Hub, and the Police if necessary (e.g. with regards to FGM). Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to the Multi-Agency Safeguarding Hub, with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to consult with the Multi-Agency Safeguarding Hub and/or Police for advice on when to share information with parents / carers.

If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for re-consideration of the case with the Designated Safeguarding Lead.

If, for any reason, the Designated Safeguarding Lead (or Deputy) is not available, this should not delay appropriate action being taken. Safeguarding contact details are displayed in our schools to ensure that all staff members have unfettered access to safeguarding support, should it be required. Any individual may refer to the Multi-Agency Safeguarding Hub where there is suspected or actual risk of harm to a child.

When new staff, volunteers or regular visitors join our schools they are informed of the safeguarding arrangements in place, the name of the Designated Safeguarding Lead (and Deputy) and how to share concerns with them.

7. Taking Action

Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "It could happen here".

Key points for staff to remember when taking action are:

- ☐ in an emergency take the action necessary to help the child, for example, call 999;
- ☐ report your concern to the DSL as quickly as possible – immediately when there is evidence of physical or sexual abuse and certainly by the end of the day;
- ☐ do not start your own investigation;
- ☐ share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
- ☐ complete a record of concern,
- ☐ seek support for yourself if you are distressed or need to debrief.

8. Site and Pupil Security

Visitors to our schools are required to sign in and report to the front office and are given an identity badge that confirms they have permission to be on the site. Parents who are simply delivering or collecting their children do not need to sign in.

There is a security lock on entry doors and only the appropriate members of staff are informed of this combination.

Contracted companies and agencies are required to confirm in writing that DBS checks have been carried out on their workers, and this is recorded on the Single Central Record. Contractors must wear identification badges and office staff request ID on arrival when they sign in. The 'Visitor Information and Safeguarding Guide' (an example is shown in Appendix F) is given to all visitors and contractors upon their arrival in our schools. New or supply staff and regular visitors are provided with a copy of the Safeguarding Induction Pack, copies of which can be obtained from the office.

The school gate will be closed 15 minutes after the end of the school day, once parents have vacated the premises at home time. Should after school clubs be taking place, the gate will be opened at the time the club ends when parents/carers will be able to collect their children. This will be monitored by a member of staff, or the school office as appropriate.

Our schools keeps lists of children travelling by bus, taxi, those collected for after school care, and of pupils attending after school clubs. These lists are completed daily to ensure that children reach their due destination after school. Parents are required to state on which days children will use school transport, and to keep the school informed in good time of any changes. A staff rota advises which adult supervises the after school transport, and children's names are checked off on the list as they come to the collection point. Any discrepancies are followed up. If staff are in any doubt, children are kept at school and the parents contacted.

If a child is to be collected by someone other than a parent/carer the school must be informed in good time and the information recorded. Children will not be allowed to leave with another adult unless permission has been received, and parents will be contacted to confirm arrangements if staff are in doubt. The safety and well-being of each pupil is of paramount importance, even if inconvenient to the adults concerned.

9. Online Safety

The use of technology has become a significant component of many safeguarding issues, for example, technology often provides the platform that facilitates child sexual exploitation, radicalisation and sexual predation.

There are three categories of risk:

- Content: being exposed to illegal, inappropriate or harmful material, for example, pornography, fake news, racist or radical and extremist views;
- Contact: being exposed to harmful online interaction with other users, for example, commercial advertising as well as adults posing as children or young adults; and
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm, for example, making, sending and receiving explicit images, or online bullying.

The Governing Body/proprietor at each of our schools has had due regard to the additional information and support set out in KCSiE and will ensure that their school has a whole school approach to online safety and has a clear policy on use of communications technology in school.

School staff can access resources, information and support as set out in Annex C of KCSiE.

10. Training

The Designated Safeguarding Leads (and Deputy) undertake DSL training at least every two years. The Headteacher/Head of School, all staff members and governors receive appropriate child protection training which is regularly updated and in line with advice from the Suffolk Safeguarding Children Board. In addition, all staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Records of any child protection training undertaken is kept for all staff and governors.

Our schools ensure that their Designated Safeguarding Lead (and Deputy) also undertake training in inter-agency working and other matters as appropriate.

The Head Teacher/Head of School will ensure that an accurate record of safeguarding training undertaken by all staff is maintained and updated regularly. The Head teacher/Head of School will also maintain an Induction record which will be signed and dated once induction is complete.

11. Professional Confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or pupils), or promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the Designated Safeguarding Lead and may require further referral to and subsequent investigation by appropriate authorities. However, Keeping Children Safe in Education 2016 emphasises that **any member of staff can contact and/or make a referral to the Multi-Agency Safeguarding Hub if they are concerned about a child.**

Information on individual child protection cases may be shared by the Designated Lead (or Deputy) with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interests to do so.

12. Records and Information Sharing

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. If in doubt about recording requirements, staff should discuss with the DSL.

Our schools will have regard to Government guidance: [Information sharing: advice for practitioners providing safeguarding services.](#) and SCC [Guidance for schools on maintaining and transferring pupil safeguarding/child protection records.](#)

Each school will:

- ☐ keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to the MASH immediately;
- ☐ keep records in a folder in a meticulous chronological order;
- ☐ ensure all records are kept secure and in locked locations;
- ☐ ensure all relevant child protection records are sent to the receiving school, college or other education establishment when a pupil moves.

Safeguarding and child protection records will be maintained independently from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held. Such records will only be accessible to the Designated Safeguarding Lead and school leaders who need to be aware.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it as soon as possible, noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location. All records will be dated and signed and will include the action taken. This is then presented to the Designated Safeguarding Lead (or Deputy), who will decide on appropriate action and record this accordingly. (Appendix G)

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. 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. The Data Protection Act 2018 does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act 2018, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Head Teacher/Head of School or DSL, who will advise them to submit a Subject

Access to Information request for consideration.

Records are be stored in a locked, secure place with restricted access and will be retained for 25 years after the pupil's date of birth, or until they transfer to another school / educational setting. Where a pupil joins our schools, we will request child protection records from the previous educational establishment (if not automatically received).

Safeguarding incidences are reported on a half termly basis to each School's Governing Body and the Trust's Safeguarding and Child Protection Policy is reviewed at least annually in order to keep it updated in line with local and national guidance/legislation.

13. Interagency Working

It is the responsibility of the Designated Safeguarding Lead at each school to ensure that their school is represented at, and that a report is submitted to, any child protection conference called for children on their school roll or previously known to them. Where possible and appropriate, any report will be shared in advance with the parent(s) / carer(s). Whoever attends will be fully briefed on any issues or concerns their school has and be prepared to contribute to the discussions at the conference.

If a child is subject to a Child Protection or a Child in Need plan, the designated safeguarding lead will ensure the child is monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation. If the school is part of the core group, the designated safeguarding lead will ensure the school is represented, provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and / or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the designated safeguarding lead will inform the child's key worker immediately and then record that they have done so and the actions agreed.

14. Allegations About Members of Staff or Adult Working with Children

Our schools will follow the SSCB [Arrangements for Managing Allegations of Abuse Against People Who Work With Children or Those Who Are in A Position of Trust](#) if an allegation is made against an adult in a position of trust.

All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Trust's Staff Code of Conduct.

An allegation is any information which indicates that a member of staff /volunteer may have:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he/she may pose a risk of harm to children.

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress

Suspension is not the default option and alternatives to suspension will always be considered. However, in some cases staff may be suspended where this is deemed to be the best way to ensure that allegations are investigated fairly, quickly and consistently and that all parties are protected. In the event of suspension the school will provide support and a named contact for the member of staff

All allegations against staff should be reported to the Head Teacher/Head of School, or in his/her absence their Deputy. Allegations against the Head Teacher/Head of School should be reported to the school's Chair of Governors using the Trust's Whistleblowing Policy.

Where an allegation against a member of staff is received, the Head Teacher/Head of School, senior named person or the Chair of Governors must inform the duty Local Authority Designated Officer (LADO) in the Children's Workforce Allegations Management Team on **0300 123 2044** (LADOCentral@suffolk.gcsx.gov.uk) within one working day. However, wherever possible, contact with the LADO will be made immediately as they will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to pupils and parents and HR. Our schools do not carry out any investigation before speaking to the LADO.

Staff may also report their concerns directly to the Police or Children's Social Care via the MASH if they believe direct reporting is necessary to secure action.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

Allegations concerning staff who no longer work at our schools or historical allegations will be reported to the Police.

15. Promoting Positive Mental Health and Resilience in School

Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Our schools want to develop the emotional wellbeing and resilience of all pupils and staff, as well as providing specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counterbalance and promote further growth of resilience.

It is vital that we work in partnership with parents to support the well-being of our pupils. Parents should share any concerns about the well-being of their child with their school, so appropriate support and interventions can be identified and implemented.

16. Whistleblowing

The Trust's Whistleblowing Policy enables staff to raise concerns or allegations, initially in confidence, and for a sensitive enquiry to take place.

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 pupils in the school or members of the public.

All staff members are made aware of the duty to raise concerns about the attitude or actions of staff in line with the Trust's Staff Code of Conduct and Whistleblowing Policy. Staff are expected to report all concerns about poor practice or possible child abuse by colleagues - including what may seem minor contraventions of the Staff Code of Conduct - to the Head Teacher/Head of School; to facilitate proactive and early intervention in order to maintain appropriate boundaries and a safe culture that protect children and reduce the risk of serious abuse in school.

Concerns or complaints about the Head Teacher/Head of School should be reported to their Chair of Governors.

Staff may also report concerns about suspected abuse or neglect directly to the MASH/Children's Social Care or the Police if they believe direct reporting is necessary to secure action.

The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 between 8.00a.m. and 8.00p.m. Monday to Friday or e mail help@nspcc.org.uk.

Contact details for the NSPCC whistleblowing helpline and contact numbers for the MASH, Children's Social Care, the Police and the Designated Officer are all displayed in the staff room.

Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: help@nspcc.org.uk.

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
Great Whelnetham	
Designated Safeguarding Lead	Mrs Melanie Barrow
Deputy Safeguarding Lead	Mr Sam Sharp Mrs Claire Masson
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.

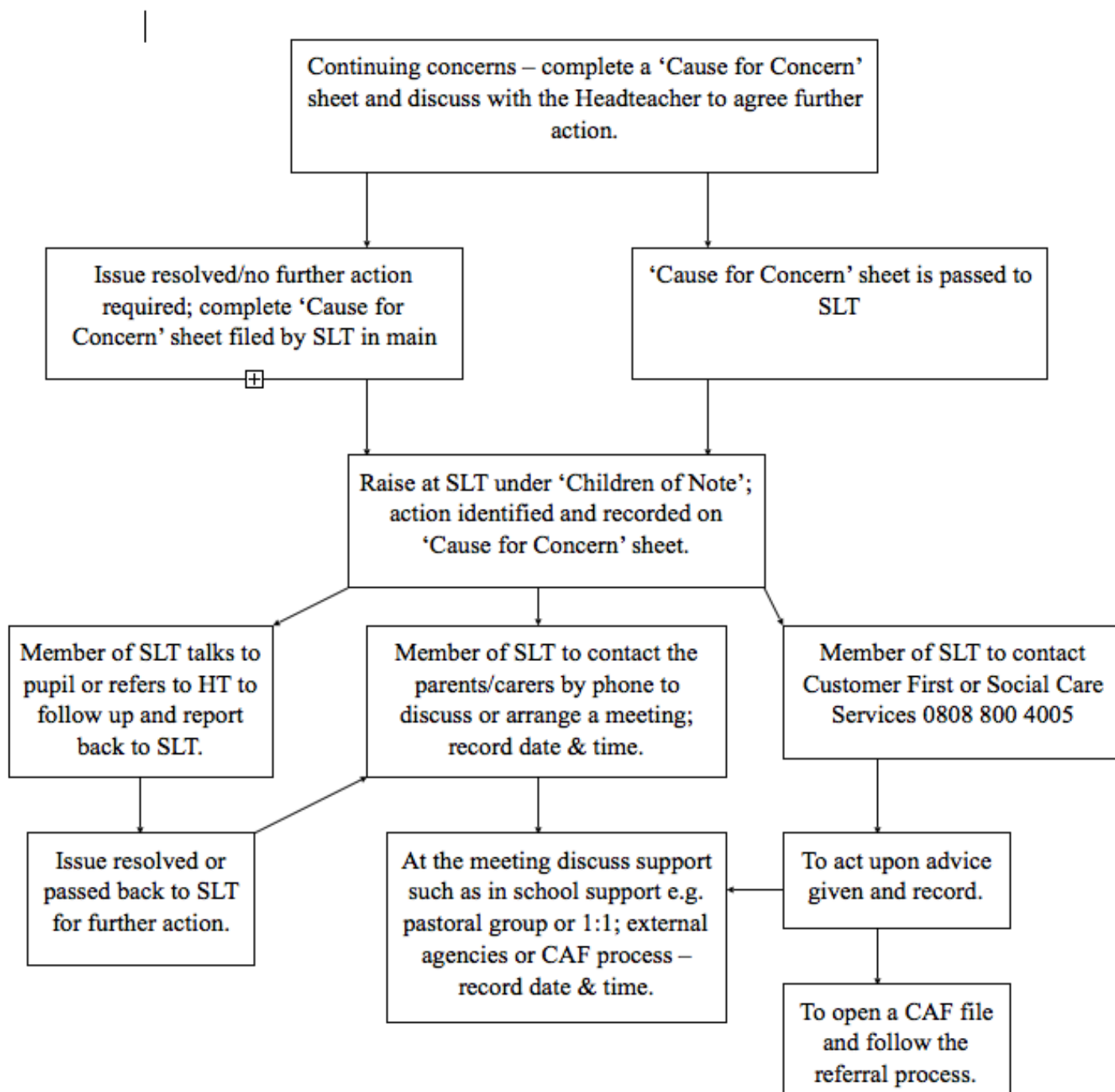
The Deputy Designated Safeguarding Lead(s)

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 Munchhausen'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. 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 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 Mechanism¹ 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
- 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.

¹ [National crime agency human-trafficking](#)

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**² that requires a different approach (see following section).

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

FGM

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

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 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.³ 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 staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmf@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](#)⁴ 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](#)⁵ refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

³ 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.

⁴ As defined in the Government’s Counter Extremism Strategy

⁵ As defined in the Revised Prevent Duty Guidance for England and Wales

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 regard⁶ to the need to prevent people from being drawn into terrorism".⁷ 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.

[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

⁶ 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.

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

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

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 2003⁸ 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.

⁸ [Legislation.gov.uk](http://legislation.gov.uk)

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?⁹ 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.¹⁰

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.¹¹ 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
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⁹ 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](#)

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


¹¹ [Project deSHAME](#) from Childnet provides useful research, advice and resources regarding online sexual harassment.

Abuse	What to do if you're worried a child is being abused	DfE advice
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE advice
	Relationship abuse: disrespect nobody	Home Office website
Bullying	Preventing bullying including cyberbullying	DfE advice
Children and the courts	Advice for 5-11 year old witnesses in criminal courts	MoJ advice
	Advice for 12-17 year old witnesses in criminal courts	MoJ advice
Children missing from education, home or care	Children missing education	DfE statutory guidance
	Children missing from home or care	DfE statutory guidance
	Children and adults missing strategy	Home Office strategy
Children with family members in prison	National Information Centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	County Lines: criminal exploitation of children and vulnerable adults	Home Office guidance
	Child sexual exploitation: guide for practitioners	DfE
	Trafficking: safeguarding children	DfE and HO guidance
Drugs	Drugs: advice for schools	DfE and ACPO advice
	Drugs strategy 2017	Home Office strategy
	Information and advice on drugs	Talk to Frank website
	ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention	Website developed by Mentor UK
"Honour Based Violence" (so called)	Female genital mutilation: information and resources	Home Office
	Female genital mutilation: multi agency statutory guidance	DfE, DH, and HO statutory guidance
	Forced marriage: information and practice guidelines	Foreign Commonwealth Office and Home Office
Health and Well-being	Fabricated or induced illness: safeguarding children	DfE, Department for Health and Home Office
	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England resources
	Medical conditions: supporting pupils at school	DfE statutory guidance
	Mental health and behaviour	DfE advice
Homelessness	Homelessness: How local authorities should exercise their functions	HCLG
Online	Sexting: responding to incidents and safeguarding children	UK Council for Child Internet Safety

Upskirting	www.gov.uk/government/news/upskirting-know-your-rights	UK Gov Know your rights
Private fostering	Private fostering: local authorities	DfE – statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty advice for schools	DfE advice
	Educate Against Hate Website	DfE and Home Office
Violence	Gangs and youth violence: for schools and colleges	Home Office advice
	Ending violence against women and girls 2016-2020 strategy	Home Office strategy
	Violence against women and girls: national statement of expectations for victims	Home Office guidance
	Sexual violence and sexual harassment between children in schools and colleges	DfE advice
	Serious violence strategy	Home Office Strategy

Appendix F

An Example of a Visitor Information Leaflet

 <p>St Peter & St Paul CEVAP School</p>	<p>Visitor Information and Safeguarding Guidelines</p>	<p>Welcome to Our School</p> <p>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.</p> <p>'Together We Learn'</p>
<p><u>First Aid</u></p> <p>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.</p> <p><u>Fire!</u></p> <p>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.</p> <p>ALL visitors and volunteers are also required to follow this procedure.</p>	<p>St Peter and St Paul CEVAP School Church Street Eye Suffolk IP23 7BD</p> <p>Telephone: 01379 870497 Fax: 01379 871155 email: admin@eyepriamarysuffolk.org www.sspeterandpaulprimaryeye.co.uk</p>	
<p><u>Confidentiality</u></p> <p>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.</p> <p><u>Acceptable Use of ICT</u></p> <p>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.</p> <p>Neither will I disclose passwords or other sensitive information. I understand that the use of mobile phones, tablets or other</p>		

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	Your name (and position in school)

Nature of Concern/Disclosure

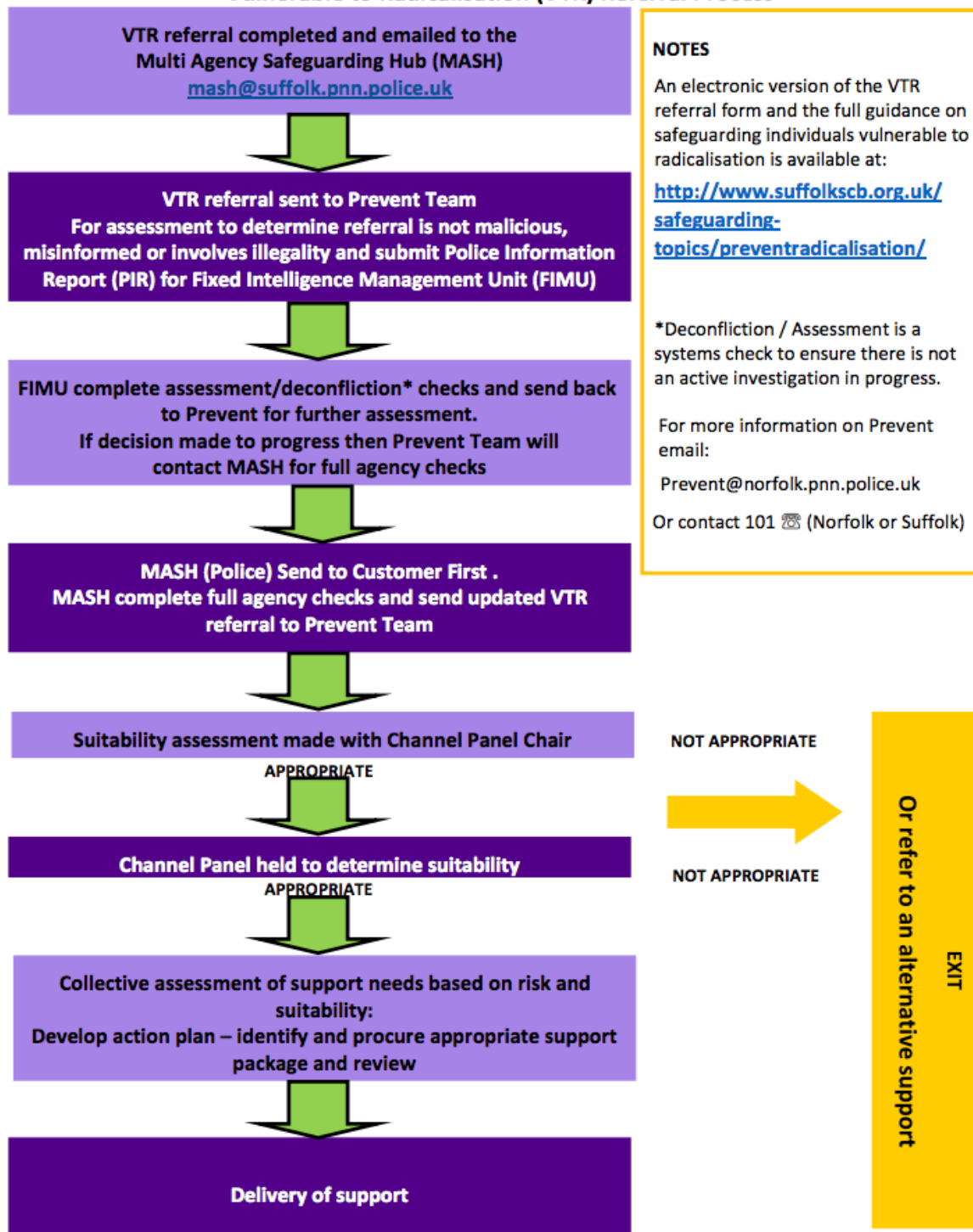
(Remember to only record fact DO NOT add your own opinion)

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		
*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.										
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: Summary of Action Taken:					Date and Time received:					
Referred to:					Recorded on log Yes <input type="checkbox"/> No <input type="checkbox"/> Log ref number:			Date and time completed :		

Appendix H



Vulnerable to Radicalisation (VTR) Referral Process



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.

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 help@nspcc.org.uk
NSPCC general number for parents/carers:		0808 800 5000 (24 hour helpline) help@nspcc.org.uk
Police Emergency:		999
Suffolk Police Main Switchboard:		01473 613500
Suffolk Police Cybercrime Unit:		101
Suffolk Local Safeguarding Children Board		www.suffolkscb.org.uk
Suffolk County Council:	www.suffolk.gov.uk/community-and-safety/staying-safe-online/e-safer-suffolk/	

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.