

THE SYDNEY RUSSELL SCHOOL



SAFEGUARDING &
CHILD PROTECTION
POLICY

2016-2017



Contents

Contents	2
Introduction	3
There are four main elements to our policy:.....	3
Prevention	4
Procedures	4
Liaison with Other Agencies	6
Record Keeping	6
Confidentiality and information sharing.....	6
Communication with Parents/Carers	7
Supporting Vulnerable Children	7
Substance Misuse and Child Protection	8
Children of Substance Misusing Parents/Carers.....	9
Domestic Abuse.....	9
Female Genital Mutilation (FGM).....	9
Child Sexual Exploitation (CSE)	10
Prevention of Radicalisation	11
Sexting.....	11
Preventing unsuitable people from working with children	12
Other Related Policies	13
Use of Mobile Phones Policy	14
Children with Special Educational Needs	14
Governing Body Child Protection Responsibilities.....	15
Appendix A	16
<i>Four categories of abuse</i>	16
Appendix B	18

Introduction

The Sydney Russell fully recognises the responsibility it has under section 175 (Section 157 for Independent Schools and Academies) of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

This responsibility is more fully explained in the statutory guidance for schools and colleges “Keeping Children Safe in Education” (September 2016). All staff must be made aware of their duties and responsibilities under part one of this document.

Staff should read the above document together with “What to do if you’re worried a child is being abused: Advice for practitioners” (March, 2015).

Through their day-to-day contact with pupils and direct work with families, staff at the school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to the safe guarding officers at The Sydney Russell School.

This policy sets out how the school’s governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. Our policy applies to all staff, paid and unpaid, working in the school including governors. Teaching assistants, mid-day supervisors, secretaries as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its governors.

There are four main elements to our policy:

PREVENTION through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos

PROCEDURES for identifying and reporting cases, or suspected cases, of abuse. The definitions of the four categories of abuse are attached (see Appendix A)

SUPPORTING VULNERABLE CHILDREN those who may have been abused or witnessed violence towards others.

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN

Prevention

- 1.0 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.
- 1.1 The school will therefore:
 - 1.1.1 establish and maintain an environment where children feel safe in both the real and the virtual world and are encouraged to talk and are listened to
 - 1.1.2 ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate
 - 1.1.3 include in the curriculum activities and opportunities which equip children with the skills they need to stay safer from abuse both in the real and the virtual world and information about who to turn to for help
 - 1.1.4 Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills

Procedures

- 2.1 We will follow the procedures set out by the London Borough of Barking and Dagenham.
- 2.2 The Designated Safeguarding Lead for Child Protection is: Mr Richard Hill
- 2.3 The following members of staff have also received the Designated Person training:

Karen Meggs and Fiona Abankwah
- 2.4 The nominated governor for Safeguarding and Child Protection is: Ian Rowley

The school will:

- 2.4.1 ensure there is a designated senior person who has lead responsibility for child protection in the school and has undertaken, as a minimum, the 2 day child protection training course run by The Education Child Protection Service. The DP will have a copy of the Designated Person Information Booklet which contains all relevant guidance and advice to support to carry out their role effectively
- 2.4.2 ensure that this training is updated every two years in accordance with government guidance
- 2.4.3 recognise the importance of the role of the designated person/s and ensure they have the time, training and support necessary to undertake their duties which include, providing advice and support to staff, taking part in inter-agency meetings and contributing to the assessment of children in need

- 2.4.4 ensure every member of staff, paid and unpaid, and the governing body knows who the designated members of staff are and the procedures for passing on concerns from the point of induction
At The Sydney Russell School all staff with a concern must complete a referral form in line with all the training and advice given and passed directly to the safeguarding team.
- 2.4.5 ensure every member of staff, paid and unpaid, and the governing body knows what the contingency arrangements are for when the designated members of staff are not available.
If the child protection officer or designated lead is not available then concerns are passed to the Vice Principal who has overall lead for Safeguarding.
- 2.4.6 ensure that the designated members of staff take advice from a child protection specialist when managing complex cases. (See useful contacts appendix B)
- 2.4.7 consider having a nominated governor for safeguarding and child protection who has undertaken appropriate training
- 2.4.8 ensure every member of staff and every governor knows:
- the name of the designated person/s and their role
 - how to identify the signs of abuse and neglect
 - how to pass on and record concerns about a pupil
 - that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the Designated Person/s
 - that they have a responsibility to provide a safe environment in which children can learn
- 2.4.9 Provide Child Protection training for all staff from the point of their induction which is updated regularly, every two years at a minimum, so that they are confident about:
- the school's legislative responsibility
 - their personal responsibility
 - the school's policies and procedures
 - the need to be alert to the signs and indicators of possible abuse, including possible child sexual exploitation, female genital mutilation and radicalisation
 - the need to record concerns
 - how to support and respond to a child who tells of abuse
- 2.4.10 ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies
- 2.4.11 ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties on the school website.
- 2.4.12 ensure that this policy is available publicly via the school website *or* by other means.

Liaison with Other Agencies

The school will:

- 2.5.1 work to develop effective links with relevant services to promote the safety and welfare of all pupils
- 2.5.2 co-operate as required, in line with Working Together to Safeguard Children 2015, with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups
- 2.5.3 notify the relevant Social services personnel immediately if:
 - it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently);
 - there is an unexplained absence of a pupil who is subject to a Child Protection Plan
 - there is any change in circumstances to a pupil who is subject to a Child Protection Plan

Record Keeping

The school will:

- 2.6.1 keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children's social care immediately
- 2.6.2 ensure all records are kept securely, separate from the main pupil file, and in a locked location
- 2.6.3 ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools in accordance with the Education Child Protection Record Keeping Guidance
- 2.6.4 make parents aware that such records exist except where to do so would place the child at risk of harm.

Confidentiality and information sharing

- 2.7.1 Child protection information will be stored and handled in line with the Data Protection Act 1998 principles. The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.
- 2.7.2 Child protection records are subject to the provisions of the Data Protection Act, 1998. This means that a parent, or young person of sufficient age and understanding, may make a request to see the child protection record. If any member of staff receives a request from a pupil or parents to see child protection requests, they will refer the request to the Designated Safeguarding Lead or Headteacher.
- 2.7.3 The Designated Safeguarding Lead will take advice from the Information Governance Team and together a decision will be made about what information to share. This decision will consider the balance between the potential risk to the child and the principle of working openly and honestly with parents.

The school will:

- 2.7.3 ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or Children's social care as required. *(See "Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers", DfE 2015)*
- 2.7.4 ensure that the Headteacher or Designated Safeguarding Lead will only disclose any information about a pupil to other members of staff on a 'need to know' basis, including Domestic Violence notifications
- 2.7.5 make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- 2.7.6 ensure staff are clear with children that they cannot promise to keep secrets.

Communication with Parents/Carers

The school will:

- 2.8.1 ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties in the school prospectus/website.
- 2.8.2 undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action. If the school believes that notifying parents could increase the risk to the child or exacerbate the situation, advice will be sought from Children's social care
- 2.8.3 record what discussions have taken place with parents on the Log of Concern about a Child's Welfare or if a decision has been made not to discuss it with parents, record the reasons why.

Supporting Vulnerable Children

- 3.1 We recognise that abuse or witnessing violence may have an adverse impact on those children which may last into adulthood without appropriate intervention and support.
- 3.2 This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may become withdrawn.
- 3.3 We recognise that some vulnerable children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.
- 3.4 The school will support the pupil through:
 - 3.4.1 Curricular opportunities to encourage self-esteem and self-motivation
 - 3.4.2 An ethos that actively promotes a positive, supportive and safe environment and values the whole community

- 3.4.3 The school's behaviour policy will support vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self worth. The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred
- 3.4.4 Liaison with other agencies which support the pupil such as Children's social care and Child and Adolescent Mental Health Services
- 3.4.5 A commitment to develop productive and supportive relationships with parents/carers
- 3.4.6 Recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection; they may also be young carers
- 3.4.7 Monitoring and supporting pupil's welfare, keeping records and notifying Children's social care in accordance with the Barking and Dagenham Local Safeguarding Children Board procedures
- 3.4.8 When a pupil who is subject to a child protection plan leaves, information will be transferred to the new school immediately. The Child Protection Review Manager and Lead Social Worker from Children's social care will also be informed
- 3.4.9 When a child is missing from education, the school will follow the procedure as set out in Barking and Dagenham Children Missing Education guidance and inform the Education Welfare Officer and Social services if a child is subject to a Child Protection Plan or there have been ongoing concerns.

Substance Misuse and Child Protection

- 3.5.1 The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:

When there is evidence or reasonable cause:

- to believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse
- to believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults
- where the misuse is suspected of being linked to parent/carer substance misuse.

Children of Substance Misusing Parents/Carers

- 3.6.1 Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence.
- 3.6.2 When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.
- 3.6.3 This is particularly important if the following factors are present:
- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
 - Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
 - The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
 - Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
 - Disturbed moods as a result of withdrawal symptoms or dependency
 - Unsafe storage of drugs and/or alcohol or injecting equipment
 - Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

Domestic Abuse

- 3.7.1 Where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships.
- 3.7.2 Head Teachers/ Principals are notified of medium and high risk Domestic Abuse incidents where the police have been called and that involve children and young people on their roll and will take appropriate action to ensure children and young people are kept safe in accordance with the Domestic Violence Guidance for Schools and Colleges.

Female Genital Mutilation (FGM)

- 3.8.1 Female genital mutilation includes procedures that intentionally alter or injure the female genital organs for non-medical reasons. It is a surprisingly common form of abuse in the UK.
- 3.8.2 FGM is carried out on children between the ages of 0–15, depending on the community in which they live. It is extremely harmful and has short and long term effects on physical and psychological health.
- 3.8.3 FGM is internationally recognized as a violation of the human rights of girls and women, and is illegal in most countries, including the UK.

3.8.4 The school takes these concerns seriously and staff will be made aware of the possible signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures outlined in this policy.

3.8.5 The Designated Safeguarding Lead will make appropriate and timely referrals to Children's social care if FGM is suspected. In these cases, parents will not be informed before seeking advice. The case will still be referred to Social Services even if it is against the pupil's wishes.

Child Sexual Exploitation (CSE)

3.9.1 Child Sexual Exploitation involves exploitative situations, contexts and relationships where young people receive something, (for example food, drugs, alcohol, gifts or in some cases simply affection) as a result of engaging in sexual activities.

3.9.2 Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organized crime involving gangs and groups.

3.9.3 Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyberbullying and grooming.

3.9.4 It is important to recognize that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognize it as abuse.

3.9.5 Young people who go missing can be at increased risk of sexual exploitation and so procedures are in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

3.9.6 The school will have a trained CSE champion

Prevention of Radicalisation

- 4.0.1 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- 4.0.2 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. The Sydney Russell School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- 4.0.3 The Counter-terrorism and Security Act, 2015 places a duty on authorities including schools 'to have due regard to the need to prevent people from being drawn into terrorism'.
- 4.0.4 Staff in schools should be made aware of this duty.
- 4.0.5 When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Designated Safeguarding Lead.

Sexting

4.0.0.0 There is no clear definition of 'sexting'. Instead the UK Council for Child Internet Safety (UKCCIS) published non- statutory guidance talks about 'youth produced sexual imagery'.

4.0.0.1 This advice that the school has adopted covers:

- Responding to disclosures
- Handling devices and imagery
- Risk assessing situations
- Involving other agencies, including escalation to the police and children's social care
- Recording incidents
- Involving parents
- Preventative education

4.0.0.2 When an incident involving youth produced sexual imagery comes to the school's attention:

- The incident will be referred to the Designated Safeguarding Lead as soon as possible
- The Designated Safeguarding Lead will hold an initial review meeting with appropriate school staff
- There may be subsequent interviews with the young people involved (if appropriate)
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm

- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children’s social care and/or the police immediately.

4.0.0.3 After clear risk assessments by the designated lead the school may decide to respond to the incident without involving the police or children’s social care but can choose to escalate the incident at any time if further information/concerns come to light.

4.0.0.4 The decision to respond to the incident without involving the police or children’s social care would be made in cases when the Designated Safeguarding Lead is confident that they have enough information to assess the risks to pupils involved and the risks can be managed within the school’s pastoral support and disciplinary framework and if appropriate local network of support.

4.0.0.5 The decision will be made by the Designated Safeguarding Lead with input from the Headteacher and input from other members of staff if appropriate. The decision will be recorded in line with school policy. The decision will be in line with the school’s child protection procedures and will be based on consideration of the best interests of the young people involved. This would take into account proportionality as well as the welfare and protection of the young people. The decision will be reviewed throughout the process of responding to the incident.

Preventing unsuitable people from working with children

4.1 The school will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to the government guidance *‘Keeping Children Safe in Education’ (2016)* and the Local Authority’s Safer Employment Policy.

4.2 The following members of staff have undertaken Safer Recruitment training
Janis Davies, Fiona Abankwah, Craig Lewis and Richard Hill

4.3 Any allegation of abuse made against a member of staff will be reported straight away to the Principal. In cases where the Principal is the subject of an allegation, it will be reported to the Chair of Governors. (See Allegations flowchart Appendix C.) The school will follow the procedures set out in Part four of Keeping Children Safe in Education.

4.4 Under Section 75 of the Childcare Act, 2006 individuals are disqualified from childcare provision if they have committed certain specified offences. Staff may also be disqualified “by association” if they are living or working in the same household as a person who is disqualified. This applies to any member of staff employed in early years childcare (up to the age of 5) or later years childcare (up to the age of 8) in nursery, primary or secondary school settings or the management of such settings. All staff sign a self-declaration form to confirm that they are not “disqualified by association”. A record of self-declaration should be kept on the school’s Single Central Record.

4.5 The school will consult with the Local Authority Named Senior Officer in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in Keeping Children Safe in Education.

- 4.6 The Named Senior Officer will liaise with the Local Authority Designated Officer (LADO) ensuring that all allegations are reported to the LADO within one working day. Following consultation with the LADO, the Named Senior Officer will advise on all further action to be taken. Please note that the Principal or Chair of Governors should not seek to interview the child/ren or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.
- 4.7 The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.
- 4.8 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 mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.
- 4.9 Consideration must be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.
- 4.10 The school will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers. As part of the Induction process and safeguarding training, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.
- 4.11 The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust).
- 4.12 The school will ensure that communication between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.

Other Related Policies

- 5.1 Physical Intervention and/or the Use of Reasonable Force (*reference – DfE, use of reasonable force – Advice for headteachers, staff and governing bodies*)
- Anti-Bullying
 - Health and Safety
 - E-Safety and Acceptable Use
 - Intimate Care Policy
 - Whistleblowing
 - Complaints procedure
 - Behaviour

Use of Mobile Phones Policy

5.2.1 Our policy on use of mobile phones, cameras and sharing of images is set out in a separate document and is reviewed annually. It is recognised that personal mobile phones have the potential to be used inappropriately and therefore the school has developed a policy to outline the required protocol for all staff, students volunteers and parents/carers.

Children with Special Educational Needs

We recognise that, statistically, children with emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

The school has pupils with emotional and behavioural difficulties and/or challenging behaviours. The school will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.

Governing Body Child Protection Responsibilities

7.1 The governing body fully recognises its responsibilities with regard to child protection and safeguarding and promoting the welfare of children.

It will:

- nominate a governor for safeguarding and child protection who will monitor the school's compliance with statutory requirements and practice and champion child protection issues
- ensure an annual report is made to the full governing body. Any weaknesses will be rectified without delay
- ensure that this Safeguarding and Child Protection policy is annually reviewed and updated and shared with staff. It will be made available on the school website.

7.2 Extended Schools and Before and After School Activities (on or off school site)

7.2.1 All activities before or after school fall directly under the supervision or management of school staff, the school's arrangements for child protection as written in this policy shall apply.

7.2.2 Where services or activities are provided separately by another body, either on or off school site, the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

This policy was ratified on

and will be reviewed on

Signed by the Principal

Chair of Governors

Designated Person (if appropriate)

Appendix A

Four categories of abuse

Physical Abuse - 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.

Neglect - 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.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers 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

Emotional Abuse - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another persons needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone

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.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
 - children in looking at, or in the production of, sexual images,
 - children in watching sexual activities
 - or encouraging children to behave in sexually inappropriate ways
 - 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.

Relevant Documents

“Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children” (March, 2015)

“Keeping children safe in education: Statutory guidance for schools and colleges” (September, 2016)

“What to do if you’re worried a child is being abused: Advice for practitioners” (March, 2015)

“Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers” (March, 2015)

Appendix B

Managing an Allegation Against a Member of Staff in your Establishment

