Safeguarding & Child Protection Strategy

THE SYDNEY RUSSELL SCHOOL

ACADEMY: THE SYDNEY RUSSELL SCHOOL

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Adopted by school on:

_____ _____

Principal Chair of Governors

TERMINOLOGY

Safeguarding and promoting the welfare of children is defined 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.

Child Sexual Exploitation (CSE): The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive "something" (e.g., food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of their performing, and/or another or others performing on them, sexual activities

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Staff refers to all those working for or on behalf of the academy, full or part time, temporary or permanent, in either a paid or voluntary capacity.

Parents: Refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Abuse A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children. *(Definition provided by Working Together 2015)*

Child: Anyone under 18 years of age. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection

Barking and Dagenham Safeguarding Children's Partnership (BDSCP): These are a statutory bodies established in each local authority area under Section 14 of the Children Act 2004. The purpose of BDSCPs is:

- *to coordinate what is done by each person or body represented on the Board for the purposes of safeguarding and promoting the welfare of children in the area; and*
- *to ensure the effectiveness of what is done by each such person or body for those purposes.*

Referral: A request for services to be provided by a local authority. A case can become current only after a referral has been made.

Early Help providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. It is about providing support quickly whenever difficulties emerge to reduce the impact of problems.

Duty Team: A social work team providing an out of hours social care service for the county.

KEY SAFEGUARDING PERSONNEL

Designated Safeguarding Lead 1:	**Richard Hill**
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Designated Safeguarding Lead 2:	**Karen Meggs**
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Designated Safeguarding Lead: Primary	**Monwara Begum**
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Deputy DSL 1 *(Secondary site):*	**Sarah Swainsbury**
Email: ssw@sydneyrussellschool.com	Telephone: 020 3959 9900 Ext: 204224

Nominated Safeguarding Governor:	**Craig Smith**
Email: office@sydneyrusellschool.com	Telephone: 020 3959 9900

Principal	**Clare Cross**
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Chair of Governors:	**Craig Smith**
Email: office@sydneyrussellschool.com	Telephone: 020 3959 9900

LADO:	**Mike Cullern**
Email: mike.cullern@lbbd.gov.uk	Telephone: 0208 227 3934

Teacher for LAC:	**Andre Prince**
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Duty Team:	Mash
Email:childrenss@lbbd.gov.uk	Telephone: 0208 227 3811

1. Rationale

1.1. This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2019, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2015 , Teachers Standards 2012, The Safeguarding Vulnerable Groups Act 2006, Searching, screening and confiscation guidance (DfE 2018) and Working Together: Transitional Guidance 2018. The guidance also reflects, both 'Keeping Children Safe in Education' September 2023, and Barking and Dagenham Safeguarding Children's Partnership[1]

1.2. The Trust takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to ensure its academies work together with other agencies to ensure adequate arrangements are fully in place to identify, assess, and support those children who are suffering harm.

1.3. This policy applies to all members of staff, governors and trustees in all academies across the trust.

2. Policy Principles

2.1. The welfare of the child is paramount

2.2. All children regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.

2.3. We recognise that all adults, including temporary staff[2], volunteers and governors, have a full and active part to play in protecting our pupils from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm;

2.4. All staff believes that our academy should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

2.5. Pupils and staff involved in child protection issues will receive appropriate support.

3. Policy Aims

3.1. To demonstrate the Trust's commitment to safeguarding and child protection to pupils, parents and other partners.

3.2. To support the child's development in ways that will foster security, confidence and independence.

3.3. To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident to, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.

3.4. To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.

3.5. To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the academy, contribute to assessments of need and support packages for those children.

3.6. To emphasise the need for good levels of communication between all staff members.

3.7. To develop a structured procedure within the academy which will be followed by all members of the academy community in cases of suspected abuse.

3.8. To develop and promote effective working relationships with other agencies, including the Police and Social Care.

3.9. To ensure that all staff working within our academies who have access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance)[3], and a Single Central Record (SCR) is kept and maintained for audit.

4. Values

4.1. Supporting Children

4.1.1. We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

4.1.2. We recognise that the academy may provide the only stability in the lives of children who have been abused or who are at risk of harm.

4.1.3. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

4.1.4. Our academies will support all children by:

4.1.4.1. Encouraging self-esteem and self-assertiveness, through the curriculum.

4.1.4.2. Promoting a caring, safe and positive environment within the academy.

4.1.4.3. Offering details of helplines, counselling or other avenues of external support.

4.1.4.4. Liaising and working together with all other support services.

4.1.4.5. Responding in a timely manner.

4.1.4.6. By ensuring that all safeguarding files are kept under separate file from their school file and that they are forwarded to any new school that the child may move to either by hand delivery or by recorded mail.

4.1.5. Children are taught to understand and manage risk through our person, social, health and economic (PHSE) education and Relationship and Sex Education and through all aspects of academy life. This includes online safety;

4.2. Prevention / Protection

4.2.1. We recognise that the academy plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

4.2.2. The academy community will therefore:

4.2.2.1. Work to establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to.

4.2.2.2. Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report where and when they see inappropriate behaviour.

4.2.2.3. Ensure that all children know there is an adult in the academy whom they can approach if they are worried or feel they are in difficulty or just need somebody to talk to.

4.2.2.4. Incorporate safeguarding as much as is reasonably possible across the curriculum, including PSHE, to include opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, online-safety, road safety, pedestrian and cycle training. Also focussed work in Year 6 to prepare for transition to secondary education and more personal safety/independent travel.

4.2.2.5. Ensure all staff are aware of academy guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

5. Safe Academy, Safe Staff

5.1. We will ensure that;

5.1.1. all staff receive information about the academy's safeguarding arrangements, the academy's safeguarding statement, staff behaviour policy (code of conduct), child protection policy, the role and names of the Designated Safeguarding Lead and the Deputy, and Keeping Children Safe in Education part 1 (Sept 2021) and Annex A upon induction;

5.1.2. all staff receive safeguarding and child protection training at induction in line with advice from the Barking and Dagenham Safeguarding Children's Partnership which is regularly updated and receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually;

5.1.3. all members of staff are trained in and receive regular updates in online safety and reporting concerns;

5.1.4. All staff and governors have regular child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse;

5.1.5. The child protection policy is made available via the academy website or other means and that parents/carers are made aware of this policy and their entitlement to have a copy via the academy handbook/newsletter/website. All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Child Protection Policy and reference to it in the academy's handbook.

[3] Guidance regarding DBS checks recently updated by the Protection of Freedoms Act 2012

5.1.6. The academy provides a coordinated offer of '**Early Help'** when additional needs of children are identified and contributes to early help arrangements and inter-agency working and plans;

5.1.7. Our lettings policy will seek to ensure the suitability of adults working with children on academy sites at any time;

5.1.8. Community users organising activities for children are aware of the academy's Child Protection Policy, guidelines and procedures;

5.1.9. The name of the designated members of staff for child protection, the Designated Safeguarding Lead and Deputy, are clearly displayed throughout the academy with a statement explaining the academy's role in referring and monitoring cases of suspected abuse;

5.1.10. All staff and Governors will be given a copy of Part 1 Keeping Children Safe in Education Sept 2020 and will sign to say they have read and understood it. This document will be kept on file. Part 1 will also be available in hard copy in the staff room and an e-copy will be available on the school intranet.

6. Safeguarding Legislation and Guidance

The Children's Act 1989

Section 17 Duty to safeguard and promote the welfare of children who are in 'need'

Education Act 2002

Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

Children Act 2004

Establish a range of safeguarding and child protection provision and duties on local authorities and partner agencies

Human Rights Act 1998

being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to schools under the European Convention on Human Rights (ECHR)

Counter Terrorism and Security Act 2015,

Section 26 Applies to schools and other providers;
To have due regard to the need to prevent people being drawn into terrorism.

Working Together to Safeguarding Children (2018) covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of Children. It also provides the framework for BDSCP's to monitor the effectiveness of local services, including safeguarding arrangements in schools.
https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

Keeping Children Safe in Education (Sept 2023) is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) (England) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children.
The new guidance is clear that safeguarding children is everyone's responsibility. The 'Working together' document is essentially about child protection and 'Keeping children safe in education' is about safeguarding.
Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies, pupil referral units and maintained nursery schools
College means further education and sixth form colleges under the further and higher education act 1992 and relates to under 18's, but excludes 16-19 academies and free schools.
COVID-19 -The department issued non-statutory interim guidance on safeguarding in schools, colleges and other providers during the coronavirus outbreak. This guidance has now been withdrawn as the government expects all settings across the nation to reopen for the new academic year in September, with full availability to all learners. Requirements for local interventions in educational settings will continue to be reviewed.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf

***All staff must read Part One of this guidance and staff can find a copy in SharePoint and a hard copy is placed in all departments.*

Prevent Duty Guidance – England and Wales
Covers the duty of schools and other providers in section 29 Counter Terrorism and Security Act 2015, to have due regard to the need to prevent people being drawn into terrorism.
https://www.gov.uk/government/publications/prevent-duty-guidance
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

***ALL staff have undertaken the **PREVENT** training in addition to the 'Channel training; this forms part of the staff induction programme.*

Online safety in schools and colleges (October 2022)

Covers the guidance on supporting schools to teach their pupils how to stay safe and behave on line, within new and existing school policies. It compliments existing and forthcoming subjects including Relationship Education, Relationships and Sex Education, citizenship and computing.

The Teacher Standards July 2011(Updated Dec 2021)

The Teacher Standards 2012 state that teachers, including head teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Disqualification under the Childcare Act 2006: (Updated August 2018) For establishments with children under 8 years old
All staff must complete a 'Disqualification by Association' form upon appointment. Further information as below.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/528473/Disqualification_under_the_childcare_act_June2016.pdf

Searching, screening and confiscation (July 2022).

Searching, Screening and Confiscation (publishing.service.gov.uk).

This advice is intended to explain schools' powers of screening and searching pupils so that school staff have the confidence to use them. In particular, it explains the use of the power to search pupils without consent. It also explains the powers schools have to seize and then confiscate items found during a search. It includes statutory guidance which schools must have regard to.

7. Roles and Responsibilities

7.1. All members of The Governing Body understand and fulfil their responsibilities, namely to ensure that;

7.1.1. there is a Child Protection and Safeguarding policy together with a staff behaviour policy (code of conduct);
7.1.2. child protection, safeguarding, recruitment and managing allegations policies and procedures, including the staff behaviour policy (code of conduct), are consistent with Barking & Dagenham Safeguarding Children's Board and statutory requirements, are reviewed annually and that the Child Protection policy is publically available on the academy website or by other means;
7.1.3. ensures that all staff including temporary staff and volunteers are provided with the academy's child protection policy and staff behaviour policy;
7.1.4. all staff have read Keeping Children Safe in Education (2019) part 1 and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.
7.1.5. the academy operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training;
7.1.6. the academy has procedures for dealing with allegations of abuse against staff (including the Principal), volunteers and against other children and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
7.1.7. a member of the Governing Body, usually the Chair or the CEO of the Trust will be nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Principal
7.1.8. a member of the senior leadership team has been appointed as the Designated Safeguarding Lead (DSL) by the Governing Body who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description;
7.1.9. on appointment, the DSL and Deputy must undertake interagency (or equivalent) training (BDSCP Level 3) and update/refresh it every year (annually);
7.1.10. all other staff have safeguarding training updated annually;
7.1.11. at least one member of the governing body has completed safer recruitment training to be repeated every five years.

7.1.12. children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or for maintained academy's through relationship sex education (RSE);
7.1.13. appropriate safeguarding responses are in place for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future;
7.1.14. appropriate online filtering and monitoring systems are in place;
7.1.15. enhanced DBS checks (without barred list checks, unless the governor is also a volunteer at the academy) are in place for all Governors;
7.1.16. any weaknesses in Child Protection are remedied immediately;

7.2. The Principal will ensure that;

7.2.1. the Child Protection and Safeguarding Policy and procedures are implemented and followed by all staff;
7.2.2. sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL and Deputy DSL(s) to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
7.2.3. where there is a safeguarding concern that the child's wishes and feelings are taken into account when determining what action to take and what services to provide;
7.2.4. systems are in place for children to express their views and give feedback which operate with the best interest of the child at heart;
7.2.5. all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures;
7.2.6. that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online;
7.2.7. they liaise with the Local Authority Designated Officer (LADO), before taking any action and on an ongoing basis, where an allegation is made against a member of staff or volunteer;
7.2.8. anyone who has harmed or may pose a risk to a child s referred to the Disclosure and Barring Service.

7.3. The Designated Safeguarding Lead;

7.3.1. Is a member of the Senior Leadership Team
7.3.2. holds ultimate responsibility for safeguarding and child protection in the academy;
7.3.3. acts as a source of support and expertise in carrying out safeguarding duties for the whole academy community;
7.3.4. Encourages a culture of listening to children and taking account of their wishes and feelings;
7.3.5. is trained to level 3 BDSCP standard and will refresh their knowledge and skills at regular intervals but at least annually;
7.3.6. Will refer a child if there are concerns about possible abuse using the procedures set out by the host authority. Referrals should be made in writing, following a telephone call using the Multi Agency Referral Form (MARF);
7.3.7. Will keep detailed, accurate records, either written or using appropriate online software, of all concerns about a child even if there is no need to make an immediate referral;
7.3.8. Will ensure that all such records are kept confidential, stored securely and are separate from pupil records, until the child's 25th birthday;
7.3.9. Will ensure that an indication of the existence of the additional file in 6.3.7 above is marked on the pupil records;
7.3.10. Will ensure that when a pupil leaves the academy, their child protection file is passed to the new school (separately from the main pupil file and ensuring secure transit) and that confirmation of receipt is obtained;

7.3.11. Will ensure that a copy of the CP file is retained until such a time that the new academy acknowledges receipt of the original file. The copy should then be shredded;
7.3.12. will liaise with the Local Authority and work with other agencies and professionals in line with Working Together to Safeguard Children;
7.3.13. Has a working knowledge of BDSCP procedures;
7.3.14. Will ensure that either they, or another staff member, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report where required which has been shared with the parents;
7.3.15. Will ensure that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team;
7.3.16. Will ensure that all staff sign to say they have read, understood and agree to work within the Academy's child protection policy, staff behaviour policy (code of conduct) and Keeping Children Safe in Education Part 1 (2019) and ensure that the policies are used appropriately;
7.3.17. Will organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all academy staff, keep a record of attendance and address any absences;
7.3.18. Has an understanding of locally agreed processes for providing early help and intervention and will support members of staff where Early Help is appropriate;

7.3.19. The Deputy Designated Safeguarding Lead(s) is/are trained to the same standard as the Designated Safeguarding Lead and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing 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.

7.4. All Academy Staff will:

7.4.1. understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action;
7.4.2. consider, at all times, what is in the best interests of the child;
7.4.3. know how to respond to a pupil who discloses abuse through delivery of 'Working together to Safeguard Children'(2018), and 'What to do if you suspect a Child is being Abused' (2015); Will refer any safeguarding or child protection concerns to the DSL or if necessary where the child is at immediate risk to the police or Children's Social Care;
7.4.4. Are aware of the Early Help[4] process and understand their role within it including identifying emerging problems for children who may benefit from an offer of Early Help, liaising with the DSL in the first instance and supporting other agencies and professionals in an early help assessment through information sharing. In some cases staff may act as the Lead Professional in Early Help Cases.
7.4.5. will provide a safe environment in which children can learn;
7.4.6. Understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action;
7.4.7. Consider, at all times, what is in the best interests of the child;
7.4.8. know how to respond to a pupil who discloses abuse through delivery of 'Working together to Safeguard Children'(2018), and 'What to do if you suspect a Child is being Abused' (2015);
7.4.9. Will refer any safeguarding or child protection concerns to the DSL or if necessary where the child is at immediate risk to the police or Children's Social Care;

[4] Detailed information on early help can be found in Chapter 1 of Working together to safeguard children

7.4.10. Are aware of the Early Help process and understand their role within it including identifying emerging problems for children who may benefit from an offer of Early Help, liaising with the DSL in the first instance and supporting other agencies and professionals in an early help assessment through information sharing. In some cases staff may act as the Lead Professional in Early Help Cases.

8. Confidentiality

8.1. The Academy recognises that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm the academy must contribute to inter-agency working in line with Working Together to Safeguard Children (2018) and Keeping Children Safe in Education (2020) share information between professionals and agencies where there are concerns.

8.2. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 is not a barrier to sharing information where the failure to do so would place a child at risk of harm.

8.3. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

8.4. However, we also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential and the Principal or DSLs will only disclose information about a child to other members of staff on a need to know basis.

8.5. We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, the DSL will seek advice from the Duty Team or the LADO at the BDSCP.

9. Child Protection Procedures

9.1. Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in the 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 by another child or children.

9.2. Further information about the four categories of abuse; physical, emotional, sexual and neglect, and indicators that a child may be being abused can be found in appendices 1 and 2.

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

9.4. There are also a number of specific safeguarding concerns that we recognise our pupils may experience;

- *Child missing from education (see para 24)*
- *Child missing from home or care (see para 25)*
- *Child sexual exploitation (CSE)and Child Criminal Exploitation (CCE) (see para 16 and Appendix 3)*
- *Bullying including cyberbullying (see para 12)*
- *Domestic abuse (see para 16 and Appendix 5)*
- *Female genital mutilation (FGM) (see para 17 and Appendix 4)*
- *Forced marriage (see para 19)*
- *Honour based violence (see para 20)*
- *Mental health (see para 22)*
- *Private fostering (see para 23)*
- *Looked after and Previously Looked after children (see para 24)*

- *Radicalisation (see para 14 and Appendix 6)*
- *Youth produced sexual imagery (sexting) (see para 28)*
- *Child on Child abuse (see para 27 and Appendix 2)*
- *County lines (see para 18)*
- *Online Safety (see para 26 and Appendix 8)*

9.5. Staff are aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger and that safeguarding issues can manifest themselves via peer on peer abuse.

9.6. We also recognise that abuse, neglect and safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label. Staff are aware that in most cases multiple issues will overlap one another.

9.7. If staff are concerned about a child's welfare

9.7.1. If staff notice any indicators of abuse/neglect or signs that a child may be experiencing a safeguarding issue they should record these concerns using the online platform My Concern. They may also discuss their concerns in person with the DSL but the details of the concern must always be recorded.

9.7.2. There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, and they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed.

9.7.3. The academy recognise that the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. However, they may also indicate a child is being abused or is in need of safeguarding.

9.7.4. Following an initial conversation with the pupil, if the member of staff remains concerned they should discuss their concerns with the DSL and put them in writing.

9.7.5. If the pupil discloses that they have been harmed the member of staff must report this immediately to the DSL.

9.8. If a pupil discloses to a member of staff

9.8.1. We recognise that it takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, guilty or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that was has happened is their fault. Sometimes they may not be aware that what is happening is abuse.

9.8.2. A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.

9.8.3. During their conversation with the pupil staff will;

9.8.3.1. Listen to what the child has to say and allow them to speak freely

9.8.3.2. Remain calm and not overact or act shocked or disgusted – the pupil may stop talking if they feel they are upsetting the listener

9.8.3.3. Reassure the child that it is not their fault and that they have done the right thing in telling someone

9.8.3.4. Not be afraid of silences – staff must remember how difficult it is for the pupil and allow them time to talk

9.8.3.5. Take what the child is disclosing seriously

9.8.3.6. Ask open questions and avoid asking leading questions

9.8.3.7. Avoid jumping to conclusions, speculation or make accusations

9.8.3.8. Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused.

9.8.3.9. Avoid admonishing the child for not disclosing sooner. Saying things such as 'I do wish you had told me about it when it started' may be the staff member's way of being supportive but may be interpreted by the child to mean they have done something wrong.

9.8.3.10. Tell the child what will happen next.

9.8.4. If a pupil talks to any member of staff about any risks to their safety or wellbeing the staff member will let the child know that they will have to pass the information on – staff are not allowed to keep secrets.

9.8.5. The member of staff should send the information via the school channels as soon as possible. Staff should make this a priority. The information should also detail where the disclosure was made and who else was present. The concern should be acknowledged by the DSL/DDSL.

9.9. Notifying Parents

9.9.1. The Academy will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

9.9.2. However, if the academy believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care.

9.9.3. Where there are concerns about forced marriage or honour based violence parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk.

10. Making a referral

10.1.1. Concerns about a child or a disclosure should be discussed with the DSL who will help decide whether a referral to children's social care, early help or other support is appropriate in accordance with the Barking and Dagenham Safeguarding Children's Partnership Levels of Need document.

10.1.2. If a referral is needed then the DSL or in their absence the DDSL should make it. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made they can and should consider making a referral themselves.

10.1.3. The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

10.1.4. If after a referral the child's situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the child's situation improves.

10.1.5. If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Anybody can make a referral.

10.1.6. Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

10.2. Supporting Staff

10.2.1. We recognise that staff working in the academy who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

10.2.2. We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

11. Children who are particularly vulnerable

11.1. The academy recognises that some children are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children.

11.2. We understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures which fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances.

11.3. In some cases possible indicators of abuse such as a child's mood, behaviour or injury might be assumed to relate to the child's impairment or disability rather than giving a cause for concern. Or a focus may be on the child's disability, special educational needs or situation without consideration of the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it.

11.4. Some children may also find it harder to disclose abuse due to communication barriers, lack of access to a trusted adult or not being aware that what they are experiencing is abuse.

11.5. To ensure that all of our pupils receive equal protection we will give special consideration to children who are;

11.5.1. Disabled or have special educational needs
11.5.2. Young carers
11.5.3. Affected by parental substance misuse, domestic abuse or parental mental health needs
11.5.4. Asylum seekers
11.5.5. Living away from home
11.5.6. Vulnerable to being bullied or engaged in bullying
11.5.7. Already viewed as a 'problem'
11.5.8. Living in temporary accommodation
11.5.9. Live transient lifestyles
11.5.10. Living in chaotic and unsupportive home situations
11.5.11. Vulnerable to discrimination on the grounds of race, ethnicity, religion, disability or sexuality
11.5.12. At risk of sexual exploitation
11.5.13. Do not have English as a first language
11.5.14. At risk of female genital mutilation
11.5.15. At risk of forced marriage
11.5.16. At risk of being drawn into extremism.

12. Anti-Bullying/Cyberbullying

Our policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents which is shared with and analysed by the governing body. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse.

If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the Principal/ and the DSL will consider implementing child protection procedures.

The subject of bullying is addressed at regular intervals in PHSE education.

13. Racist Incidents

13.1. Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

14. Radicalisation and Extremism

14.1. The Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

14.2. Extremism is defined as 'as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

14.3. Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous.

14.4. The Trust is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for academy's and childcare providers on preventing children and young people from being drawn into terrorism[5].

14.5. The Trust seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

14.6. Academy staff receives training to help identify early signs of radicalisation and extremism. Indicators of vulnerability to radicalisation are in detailed in Appendix 6.

14.7. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the academy follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Academy's (2014)[6].

[5] https://www.govrotecting-children-from-radicalisation-the-prevent-duty
[6] https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

14.8. The academy governors, the Principal and the Designated Safeguarding Lead (DSL) will assess the level of risk within the academy and put actions in place to reduce that risk. Risk assessment may include the use of academy premises by external agencies, anti-bullying policy and other issues specific to the academy's profile, community and philosophy. 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 DSL. They should then follow normal safeguarding procedures. If the matter is urgent the Police must be contacted by dialling 999. In non urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

15. Domestic Abuse

15.1. Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

15.2. We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence.

15.3. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

15.4. Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. (See Appendix 5).

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

16.1. Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation

16.2. Any concerns that a child is being or is at risk of being sexually exploited should be passed without delay to the DSL. Academies are aware that there are clear links between regular academy absence/truanting and CSE. Staff should consider a child to be at potential CSE risk in the case of regular academy absence/truanting and make reasonable enquiries with the child and parents to assess this risk.

16.3. In all cases the DSL should contact their local Referral, Intervention and Assessment team and email the completed CSE Screening Tool along with a Multi-Agency Referral Form (MARF). If a child is in immediate danger the police should be called on 999.

16.4. Academies are aware that children often are not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse.

16.5. Academies include the risks of sexual exploitation into their PHSE and SRE curriculum. Pupils will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE, including online, and knowing how and where to get help.

16.6. Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

16.7. Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

16.8. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

17. Female Genital Mutilation (FGM)

17.1. Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police[7].

17.2. The duty applies to all persons in academy who are employed or engaged to carry out 'teaching work' in the academy, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead, however the DSL should be informed.

17.3. If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made by the close of the next working day.

17.4. Academy staff are trained to be aware of risk indicators of FGM which are set out in Appendix 4. Concerns about FGM outside of the mandatory reporting duty should be reported as per the academy's child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period. There should also be consideration of potential risk to other girls in the family and practicing community.

17.5. Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate.

17.6. There are no circumstances in which a teacher or other member of staff should examine a girl.

18. County Lines

18.1 County Lines is a very serious issue where criminal gangs set up drug dealing operations in a place outside their usual operating area. Gangs will move their drug dealing from the major cities to smaller towns and villages in order to make more money using modern technology. This can have a really big effect on the community who live there, and the young people enticed or coerced into these operations.

18.2 According to the latest statistics from The National Crime Agency there are currently more than 1,500 County Lines operating in England and Wales and the majority will involve the exploitation of multiple young or vulnerable people.

18.3 Any concerns that a child is being or is at risk of being exploited should be passed without delay to the DSL. Academies are aware that there are clear links between regular academy absence/truanting and exploitation. Staff should consider a child to be at potential risk in the case of regular academy absence/truanting and make reasonable enquiries with the child and parents to assess this risk.

[7] https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

18.4 In all cases the DSL should contact their local Referral, Intervention and Assessment team and email the completed CSE Screening Tool along with a Multi-Agency Referral Form (MARF). If a child is in immediate danger the police should be called on 999.

(See Appendix 7 for further clarification)

19. Forced Marriage

19.1. A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

19.2. Forced marriage is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

19.3. A forced marriage is not the same as an arranged marriage which is common in several cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

19.4. Academy staff should never attempt to intervene directly as a academy or through a third party. Contact should be made with the contact centre or the Forced Marriage Unit on Tel: 200 7008 0151.

20. Honour-based Violence

20.1. Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

20.2. Honour based violence might be committed against people who;

20.2.1. become involved with a boyfriend or girlfriend from a different culture or religion;
20.2.2. want to get out of an arranged marriage;
20.2.3. want to get out of a forced marriage;
20.2.4. wear clothes or take part in activities that might not be considered traditional within a particular culture.

20.3. It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others.

21. One Chance Rule

21.1. All staff are aware of the 'One Chance' Rule' in relation to forced marriage, FGM and HBV. Staff recognise they may only have one chance' to speak to a pupil who is a potential victim and have just one chance to save a life.

21.2. Academies are aware that if the victim is not offered support following a disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBV cases.

22. Mental Health

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

22.2. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.

22.3. School staff can also make referrals to the Schools counsellors where mental health concerns are raised.

23. Private Fostering Arrangements

23.1. A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or 18 if the child is disabled. Children looked after by the local authority or who are place in residential academies, children's homes or hospitals are not considered to be privately fostered.

23.2. Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

23.3. Academies recognise that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.

23.4. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. However, where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this will the DSL and the DSL will notify Barking & Dagenham Children's Social Care of the circumstances.

24. Looked After Children/Previously Looked After children/Children with Social workers

24.1. The most common reason for children becoming looked after is as a result of abuse and neglect. Academies ensure that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

24.2. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of their LA's Virtual Academy Head for children in care.

24.3. The designated teacher for looked after child works with the virtual academy head to discuss how Pupil Premium Plus funding can be best used to support the progress of looked after children in the academy and meet the needs in the child's personal education plan.

25. Children Missing Education

25.1. Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.

25.2. The DSL will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where children go missing on repeat occasions and/or are missing for periods during the academy day in conjunction with 'Children Missing Education: Statutory Guidance for Local Authorities[8].

25.3. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

24.4 The school will ensure that Parent contact details are reviewed regularly to ensure it has at least two emergency contacts for all children.

26. Online Safety

26.1. Our pupils increasingly use electronic equipment on a daily basis to access the internet and share content and images via social media sites such as Facebook, Twitter, Instagram, Whatsapp, Snapchat and Oovoo.

25.2 We want to equip our pupils with the knowledge needed to make the best use of the internet and technology in a safe, considered and respectful way, so they are able to reap the benefits of the online world

25.3 Through the formal and wider curriculum the school will teach children about the underpinning knowledge and behaviours that can help pupils to navigate the online world safely and confidently regardless of the device, platform or app.

25.4 Underpinning knowledge and behaviours include:

- How to evaluate what they see online
- How to recognise techniques used for persuasion
- Online behaviour
- How to identify online risks
- How and when to seek support

For further guidance and clarification please refer to https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf

[8] https://www.gov.uk/government/publications/children-missing-education
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

26.2. Unfortunately, some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in sexual behaviour such as webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders Academies should adopt the Trust's online/e-safety policy which explains how we try to keep pupils & staff safe whilst in academy and how we respond to online safety incidents (See Appendix 8).

25.3 Staff/Pupil on line relationships

The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation.

27. Child on Child Abuse

27.1. In most instances, the conduct of pupils towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. Academies recognise that children are capable of abusing their peers. It will not be passed off as 'banter' or 'part of growing up'. All staff are made aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online.

The forms of child on child abuse are outlined below.

27.1.1. Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.
27.1.2. Child Sexual Exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.
27.1.3. Harmful Sexual Behaviour – Children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others (For more information, please see Appendix 2).
27.1.4. Serious Youth Violence – Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19 i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. 'Youth violence' is defined in the same way, but also includes assault with injury offences.

27.2. The term child on child abuse can refer to all of these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences.

27.3. There are also different gender issues that can be prevalent when dealing with child on child abuse (i.e. girls being sexually touched or/and assaulted or boys being subjected to initiation and/or hazing type violence).

27.4. Academies aim to reduce the likelihood of peer on peer abuse through;

27.4.1. the established ethos of respect, friendship, courtesy and kindness; and where inappropriate behaviours are challenged
27.4.2. high expectations of behaviour;
27.4.3. clear consequences for unacceptable behaviour;
27.4.4. providing a developmentally appropriate PSHE curriculum which develops pupils' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe;
27.4.5. systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed;
27.4.6. robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils and those identified as being at risk.

26.5 Research indicates that young people rarely disclose child on child abuse and that if they do, it is likely to be to their friends. Therefore, Academies will also educate pupils in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the academy and what services they can contact for further advice.

26.6 Any concerns, disclosures or allegations of child on child abuse in any form should be referred to the DSL using the academy's child protection procedures as set out in this policy. Where a concern regarding peer on peer abuse has been disclosed to the DSL(s), advice and guidance will be sought from Children Social Care and where it

is clear a crime has been committed or there is a risk of crime being committed, the Police will be contacted. If social care and the police intend to pursue this further, they may ask to interview the children in school, or they may ask for parents to come to school to be spoken to also. Please note that if a referral has been made, social care and police must make decisions before the school will take any action.

26.7 Working with external agencies the academy will respond to the unacceptable behaviour. If a pupil's behaviour negatively impacts on the safety and welfare of other pupils then safeguards will be put in place to promote the well-being of the pupils affected and the victim and perpetrator will be provided with support. Even following the conclusion of any investigation, a child's behaviour may continue to pose a risk to others in which case an individual risk assessment may be required. This will be completed via a multi-agency response to ensure that the needs of the child and the risks towards others are measured by all of those agencies involved including the child and their parents. This may mean additional supervision of the child or protective strategies if the child feels at risk of engaging in further inappropriate or harmful behaviour. The school may also choose a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the child to reflect on their behaviour.

26.8 At this point you must consider intent. Has this been a deliberate or contrived situation for one child to be able to harm another? Remember to include all risk factors and what you can put in place to mitigate and lower the risk.

26.9 Using the Brook Sexual Behaviour Traffic Light Tool :

https://www.brook.org.uk/our-work/category/sexual-behaviours-traffic-light-tool

The tool uses a traffic light system to categorise the sexual behaviours of children and is designed to help professionals:

- Make decisions about safeguarding children
- Assess and respond appropriately to sexual behaviour in children
- Understand healthy sexual development and distinguish it from harmful behaviour

By categorising sexual behaviours as green, amber or red, professionals across different agencies can work to the same standardised criteria when making decisions and can protect children with a unified approach.

26.9 Informing parents (term parents refers to parents and guardians)

Please Note: When referring to parents this applies to parents of victim and alleged perpetrator.

If, once appropriate advice has been sought from police/social care you have agreement to inform parents/guardians or have been allocated that role from the other services involved then you need to inform the parents/guardians within the timeframe agreed. If other services are not going to be involved then equally, this information may need to be shared with parents.

If a child is deemed to be 'Gillick Competent' following the 'Fraser' guidelines and does not wish you to share the information with parents, then the school must consider this (unless this has occurred through significant harm in which case a criminal/social care case is likely or the child is under the age of 13). https://learning.nspcc.org.uk/research-resources/briefings/gillick-competency-andfraser-guidelines/

In all circumstances where risk of harm to the child is evident, then the school will encourage the child to share the information with their parents and support them to do this.

We recognise that the best way to inform parents is face to face. Although this may not always be possible, we understand that this type of harm/abuse a child may be suffering, can cause fear and anxiety to parents, whether their child is the child who was harmed or who harmed another.

28. Youth produced sexual imagery (sexting) [9]

28.1. The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

28.2. Youth produced sexual imagery refers to both images and videos where;

28.2.1. A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.

28.2.2. A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.

28.2.3. A person under the age if 18 is in possession of sexual imagery created by another person under the age of 18.

28.3. All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in academies and colleges: responding to incidents and safeguarding young people'[10].

28.4. Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

28.5. If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.

28.6. The DSL should hold an initial review meeting with appropriate academy staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to Children's Social Care or the Police as appropriate.

[9] Youth refers to anyone under the age of 18.
[10] https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/545997/Sexting_in_schools_and_colleges_UKCCIS__4_.pdf

28.7. Immediate referral at the initial review stage should be made to Children's Social Care/Police if;

28.7.1. The incident involves an adult;

28.7.2. There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);

28.7.3. What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;

28.7.4. The imagery involves sexual acts;

28.7.5. The imagery involves anyone aged 12 or under;

28.7.6. There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

28.8. If none of the above applies then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Principal, to respond to the incident without escalation to Children's Social Care or the police.

28.9. In applying judgement the DSL will consider if;

28.9.1. there is a significant age difference between the sender/receiver;

28.9.2. there is any coercion or encouragement beyond the sender/receiver;

28.9.3. the imagery was shared and received with the knowledge of the child in the imagery;

28.9.4. the child is more vulnerable than usual i.e. at risk;

28.9.5. there is a significant impact on the children involved;

28.9.6. the image is of a severe or extreme nature;

28.9.7. the child involved understands consent;

28.9.8. the situation is isolated or if the image been more widely distributed;

28.9.9. there other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances;

28.10. If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or children's social care. Otherwise, the situation will be managed within the academy.

28.11. The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures.

29. Up-skirting and Voyeurism

'Up-skirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

29.1. If a member of staff becomes aware of an incident involving 'Upskirting' they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.

29.2. The DSL should hold an initial review meeting with appropriate academy staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to Children's Social Care or the Police as appropriate.

29.3. The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures.

29.4. Explaining that children may not feel ready, or know how to tell someone they are being abused, exploited or neglected, and/or they might not recognise their experiences as harmful. Children may feel embarrassed, humiliated or threatened due to their vulnerability, disability, sexual orientation and/or language barriers. None of this should stop staff from having a 'professional curiosity' and speaking to the designated safeguarding lead (DSL)

30. Allegations against staff

30.1. All academy staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

30.2. Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction[11]

30.3. We understand that a pupil may make an allegation against a member of staff or staff may have concerns about another staff member.

30.4. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Principal[12]. The school will make a referral to the DBS where they remove an individual from regulated activity, where they believe that the individual has

- engaged in relevant conduct in relation to children and/or adults,
- satisfied the harm test in relation to children and/or vulnerable adults; or
- been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence.

30.5. The Principal on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)[13] at the earliest opportunity and before taking any further action.

[11] Refer to "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" available on the DfE website.
[12] or Chair of Governors/Trust CEO in the event of an allegation against the Principal

30.6. If the allegation made to a member of staff concerns the Principal, the person receiving the allegation will immediately inform the Chair of Governors/CEO of the Trust who will consult the LADO as in 23.6 above, without notifying the Principal first.

30.7. The academy will follow the Trust's procedures for managing allegations against staff as set out in their policy, procedures set out in Keeping Children Safe in Education (Sept 2021) and the Trust's Managing Allegations policy and procedures.

30.8. Suspension of the member of staff, excluding the Principal, against whom an allegation has been made, needs careful consideration, and the Principal will seek the advice of the LADO and an HR Consultant in making this decision.

30.9. In the event of an allegation against the Principal, the decision to suspend will be made by the Chair of Governors/Trust CEO with advice as in 23.9 above.

30.10. We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

30.11. 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.

31. Whistle-blowing

31.1. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

31.2. All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the academy's safeguarding arrangements. If it becomes necessary to consult outside the academy, they should speak in the first instance, to the LADO following the Whistleblowing Policy.[14]

31.3. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

31.4. Whistle-blowing regarding the Principal should be made to the Chair of the Governing Body or the Trust CEO whose contact details are readily available from the academy/Trust website

31.5. We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

31.6. ALL such events should be recorded and signed by a witness.

31.7. Staff who are likely to need to use physical intervention will be appropriately trained in 'Team Teach' technique.

[14] General guidance on whistleblowing can be found in the Whistleblowing for Employees guidance.

31.8. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

31.9. We recognise that touch is appropriate in the context or working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.[15]

31.10. This policy also links to our policies on:

- *Behaviour / Anti-bullying*
- *Staff Code of Conduct / Whistleblowing / Allegations against staff*
- *Health & Safety*
- *Attendance*
- *E-Safety / Radicalisation / Extremism*

31.0 Safer Recruitment

31.1 Our school complies with the requirements of Keeping Children Safe in Education (DfE Sept 2022) and the local safeguarding partner arrangements by carrying out the required checks and verifying the applicant's identity, qualifications and work history. The Schools Staff Recruitment Policy and procedures set out the process in full. At least one member of each recruitment panel will have completed the Hayes on Line Safer Recruitment training.

31.2 The SRS governing body and proprietors work to prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised. The school obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked and are suitable to work with children.

31.3 As the majority of staff will be engaging in regulated activity, an enhanced DBS certificate which includes barred list information will be required for most appointments. A separate children's barred list check will be carried out for those staff who may start working in regulated activity before the DBS certificate is available. In summary, a person will be considered to be engaging in regulated activity if, as a result of their work, they:

- will be responsible, on a regular basis (in a school or college) for teaching, training instructing, caring for or supervising children; or
- will carry out paid, or unsupervised unpaid work regularly in a school or college where that work provides an opportunity for contact with children; or
- engage in intimate or personal care, or overnight activity, even if this happens only once.

[15] 'Guidance on Safer Working Practices is available on the DfE website

31.4 Our Trainee teachers will be checked either by the school or by the relevant training provider, from whom written confirmation will be obtained confirming their suitability to work with children.

31.5 The school maintains a single central record of recruitment checks undertaken.

31.6 European Economic Area (EEA) regulating authority teacher sanctions or restrictions 149. From 01 January 2021 the TRA Teacher Services system will no longer maintain a list of those teachers who have been sanctioned in EEA member states. The school will follow the advice in Paragraphs 262-267 below on how we will obtain information on a teachers past conduct.

31.7 Individuals who have lived or worked outside the UK Paragraph 262(KCSIE DfE Sept 2022).

31.8 Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools or colleges (set out in Paragraphs 213). This includes obtaining (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK. Following the UK's exit from the EU, schools and colleges should apply the same approach for any individuals who have lived or worked outside the UK regardless of whether or not it was in an EEA country or the rest of the world. In addition, schools and colleges must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered. These checks could include, where available:

• criminal records check for overseas applicants - Home Office guidance can be found on GOV.UK; and for teaching positions

• obtaining a letter of professional standing from the professional regulating authority in the country in which the applicant has worked. Advice about which regulatory or professional body applicants should contact is available from the National Recognition Information Centre for the United Kingdom, UK NARIC. Applicants can find contact details of regulatory bodies in the EU/EEA and Switzerland on the Regulated Professions database. Applicants can also contact the UK Centre for Professional Qualifications who will signpost them to the appropriate EEA regulatory body

31.9 Where available, such evidence will be considered together with information obtained through other pre-appointment checks to help assess their suitability. Where this information is not available schools and colleges should seek alternative methods of checking suitability and or undertake a risk assessment that supports informed decision making on whether to proceed with the appointment. Although sanctions and restrictions imposed by another regulating authority do not prevent a person from taking up teaching positions in England, schools and colleges should consider the circumstances that led to the restriction or sanction being imposed when considering a candidate's suitability for employment.

Recruit teachers from overseas. Some overseas qualified teachers can apply to the Teaching Regulation Agency (TRA) for the award of qualified teacher status (QTS) in England.

31.10 This Schools understands it has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

• the harm test is satisfied in respect of that individual;

• the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence; and

• the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

31.11 Agency and Third-party staff

- Written notification will be obtained from any agency, or third-party organisation, showing that they have carried out all the necessary checks, and a copy of the DBS certificate will be obtained by the school before the person commences work in the school. Where the position requires a children's barred list check, this must be obtained by the agency or third party obtaining an enhanced DBS certificate with barred list information, prior to appointing the individual.

31.12 Contractors

- Prior to commencement of duties the school will have set our clear safeguarding requirements in a contract between the organisation and the school.
- Under no circumstances will a contractor on whom no checks have been obtained be allowed to work unsupervised or engage in regulated activity relating to children. Schools and colleges are responsible for determining the appropriate level of supervision depending on the circumstances.
- Where an individual is self-employed the school will make the DBS check, as self-employed people are not able to make an application directly to the DBS on their own account.

31.13 Visitors

- Schools and colleges have different types of visitors, those with a professional role i.e. educational psychologists, social workers etc. those connected with the building, grounds maintenance, children's relatives or other visitors attending an activity in school such as a sports day
- All visitors to Sydney Russell will sign in using the electronic system at the main reception. Where they will be given the appropriate badge and lanyard, showing their photograph, this indicates to all that they are visitors to the school. All visitors will be collected from the main reception by the person that they are visiting, and will remain supervised by them (or an allocated member of staff) until they exit the site. On exiting the visitor will sign out on the computer and hand in their respective lanyards to the receptionists.
- For visitors who are there in a professional capacity their ID will be checked by the receptionists, and be assured that the visitor has had the appropriate DBS check (or the visitor's employers have confirmed that their staff have appropriate checks).
- All visitors will also be handed a pamphlet which highlights the key safeguarding points.

31.14 Volunteers

- Under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised.

Appendix 1 Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse (including child sexual exploitation)
- Neglect

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.
A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.
Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.
The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Used as a scape-goat within the family
- Frozen watchfulness, particularly in pre-academy children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsive with no apparent medical cause,
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from academy
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Appendix 2 Child on Child Abuse

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour

Inappropriate Sexual Behaviour can be inappropriate socially, in appropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed. If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base. In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- Consent – agreement including all the following:
    - Understanding that is proposed based on age, maturity, development level, functioning and experience
    - Knowledge of society's standards for what is being proposed
    - Awareness of potential consequences and alternatives

- Assumption that agreements or disagreements will be respected equally
- Voluntary decision
- Mental competence

- Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

Other Points to consider:

- What is the age of the children involved?
  How old are the children involved in the incident and is there any age difference between those involved? (In relation to sexual exploration, children under the age of 5, in particular 1-4 year olds who are learning toileting skills may show a particular interest in exploration. This, however should not be overlooked if other factors of concern are present (see following).
- Where did the incident or incidents take place?
  Was the incident in an open, visible place to others? If so, was it observed? If not, is more supervision required within this particular area?
- What was the explanation by all children involved of what occurred?
  Can each of the children give the same explanation of the incident? What is the effect on the children involved? Is the incident seen to be bullying for example, in which case is it regular and repetitive? Does one child's version differ from another's and if so why?
- What is each child's understanding of what occurred?
  Do the children know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and what constitutes inappropriate touching? Could the child's behaviour have been prompted by something they may have heard or been learning about? Is the behaviour deliberate and contrived?
- Does the child understand the impact of their behaviour on the other person?
  In dealing with an incident of this nature the answers are not always clear cut. If you are concerned or unsure as to whether or not there is any risk involved, please seek advice from the MASH or the Locality and Community Support Service.
- Patterns of behaviour
  Has the behaviour been repeated by or to an individual on more than one occasion? Has the behaviour persisted after it has already been discussed or dealt with?

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved. Consider whether a restorative approach with all the children involved children is appropriate.

- For children who have been harmed
- What support they require depends on the individual child. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends. It is important that children are monitored and offered support should they require it in the future. If the incidents are of a bullying nature, children may need support in improving peer groups/relationships with children or

restorative work with all those involved may be required. Other interventions that could be considered may target a whole class or year group - for example a speaker on cyber bullying, relationship abuse etc. It may be that through the continued curriculum certain issues can be discussed and debated more frequently. If the child feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

- For children who have displayed harmful behaviour
- It is important to understand why the child has behaved in such a way. It may be that the child is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary. Particular support from identified services may be necessary through an Early Help referral and the child may require additional support from family members.
-
- Please note that if a referral has been made social care and police must make decisions before schools take any actions
-
- Once the support required to meet the child's needs has been put in place, it is important that the child understands the impact of their behaviour. This may be in the form of restorative justice e.g. making amends with the child they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the child to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth justice service). If there is any form of criminal investigation ongoing it may be that the child cannot be educated on site until the investigation has concluded. In which case, the school will need to be provide the child with appropriate support and education whilst off site.
-
- Even following the conclusion of any investigation, a child's behaviour may continue to pose a risk to others in which case an individual risk assessment may be required. This should be completed via a multi-agency response to ensure that the needs of the child and the risks towards others are measured by all of those agencies involved including the child and their parents. This may mean additional supervision of the child or protective strategies if the child feels at risk of engaging in further inappropriate or harmful behaviour.
-
- The school may also choose a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the child to reflect on their behaviour.

- After care
- It is important that following the incident the children involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that children do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). In which case, regular reviews with the children following the incident(s) are imperative.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

References and useful links

- Whatis.com http://whatis.techtarget.com/definition/cyberbullying

• This is abuse campaign https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/ 410010/2015-03-08_This_is_Abuse_campaign_summary_report__2_.pdf

• Department for Education: https://www.gov.uk/government/publications/sexual-violence-and-sexualharassment-between-children-in-schools-and-colleges

• Keeping Children Safe In Education 2020 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf

- Childnet - Just a joke? provides lesson plans, activities, a quiz and teaching guide designed to explore problematic online sexual behaviour with 9-12 year olds.
- Childnet - Step Up, Speak Up a practical campaign toolkit that addresses the issue of online sexual harassment amongst young people aged 13-17 years old.
- Preventing Harmful Sexual Behaviour toolkit by the Lucy Faithfull Foundation, the toolkit contains links to useful information, resources and support, including practical tips to prevent HSB.
- NSPCC - Harmful sexual behaviour framework An evidence-informed framework for children and young people displaying HSB.
- Contextual Safeguarding Network – Beyond Referrals - Schools levers for addressing HSB in schools.

Appendix 3: Child Sexual Exploitation/Child Criminal Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- going missing from home or academy
- regular academy absence/truanting
- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage

- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- online safety concerns such as youth produced sexual imagery or being coerced into sharing explicit images.
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with academy, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Appendix 4

Female Genital Mutilation (FGM)

Staff in schools are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 - Clitoridectomy – partial/total removal of clitoris

Type 2 - Excision – partial/total removal of clitoris and labia minora

Type 3 - Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 - All other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony

- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from academy and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /academys/colleges take action without delay and make a referral to children's services.

Appendix 5 Domestic Abuse

How does it affect children?

Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self-harm and anxiety.

What are the signs to look out for?

Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

What should I do if I suspect a family is affected by domestic abuse?

To talk through your concerns call

Domestic Abuse Helpline
Phone 0808 2000 247

Barking & Dagenham Domestic Violence Advocacy Service
Phone 0208 591 3498

Victim Support Barking and Dagenham
Phone: 020 8550 2410 / 2807 / 7865

Woman's Trust East
Phone: 020 7034 0303 or 020 7034 0304

Appendix 6

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
   - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
   - Seek to provoke others to terrorist acts;
   - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
   - Foster hatred which might lead to inter-community violence in the UK.

4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that academy staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:
   - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
   - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
   - Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
   - Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
   - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
   - Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:
   - Being in contact with extremist recruiters;
   - Accessing violent extremist websites, especially those with a social networking element;
   - Possessing or accessing violent extremist literature;
   - Using extremist narratives and a global ideology to explain personal disadvantage;
   - Justifying the use of violence to solve societal issues;
   - Joining or seeking to join extremist organisations; and
   - Significant changes to appearance and / or behaviour;

- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

The Department of Education guidance The Prevent Duty can be accessed via this link.

Appendix 7

County Lines

- County Lines is a drug dealing operation, which often exploits younger people.
- The gangs earns a young person's trust during a targeting period where they are given gifts, drugs and or alcohol. They often offer something that the child wants or needs, money, designer clothes, status, or perceived friendship and affection. This is seen as being part of a brother/sisterhood. However the affection is often manipulated, and the child often then feels in debt to the exploiter, which then allows them to be exploited further, and ultimately into joining the county lines operation. Sometimes they will use the threat of force against the young person, their friends or family. Young girls are often at risk of CSE in these situations. Once trapped in this cycle, the young person often feels that they have no choice but to continue in the exploitation.

  Indicators of vulnerability include

- The gangs deliberately target vulnerable young people, including looked after children, those with learning difficulties or mental health problems, those who have experienced physical or sexual abuse, have an unstable home life, are homeless or in insecure accommodation, live in poverty, live in a deprived area, are socially isolated, are exposed to crime or experience violent crime, are excluded from school, are NEET(not in Employment, Education or Training) or who may have connections with friends or family already in a gang.
- The students are often targeted via social media.
- Any child or vulnerable adult can be affected by County Lines. It's important to recognise that it can still be exploitation, even if the activity appears consensual.

  More critical risk factors include

- Persistently going missing from school or home
- Being found out of their local area
- Leaving home/care without any explanation
- Unexplained acquisition of money, jewellery, clothes or mobile phones
- Getting a higher volume of calls to their mobile than is normal
- Getting involved in relationships with controlling or older individuals.
- Students have unexplained injuries

- Families may also express concerns that the young person has distanced themselves away from lots of family members or friends.
- The Young person may have been found carrying weapons or drugs
- The school has noticed a significant drop in progress and attainment.
- The young person may have gang association or appear more isolated than usual.
- Many young people may resort to self-harm, and parents/ schools/ friends may notice significant changes in emotional well-being. This may be extreme sadness, anxiousness, or violent emotional outbursts.

- However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of being involved in County Lines operations.

Here are some words/ terms that are commonly used when describing county lines activity. If you hear someone using these words then they might be involved in or know of county lines activities.

Cuckooing- This is when a drug dealer takes over the home of a vulnerable individual and use it as a base for selling/ manufacturing drugs. Commonly the drug users are targeted and are offered free drugs in exchange.

Going Country- This is the most popular term that describes county lines activity. It can also mean the act of travelling to another town or region to deliver the drugs or money.

Trapping- The act of selling drugs. Trapping can refer to the act of moving illegal drugs from one town to another or the act of selling drugs in one.

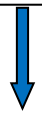
Trap House- A building used as a base from where the drugs are sold. These houses are sometimes occupied by another individual to organise and find new users/ production of the drugs.

Trap Line- This refers to when someone owns a mobile phone specifically for the purpose of running and selling of drugs.

Appendix 8- Online Safety

This flowchart has been updated in line with Keeping Children Safe in Education (KCSIE) Sept 2022.

All staff are advised to read the Safeguarding/Child Protection and all associated policies and be familiar with their contents particularly sections giving information about indicators of harm, abuse and neglect.



Discuss concerns about child's welfare with Designated Safeguarding Lead or Deputy (DSL)

Lead: Richard Hill **Deputy: Karen Meggs**

STILL HAVE CONCERNS

NO LONGER HAVE CONCERNS

No further action: Monitor, give appropriate advice and support

DSL to consider which of the following actions is most appropriate:

- Talk to the pupil
- Talk to the parents
- Seek advice from LADO
- Monitor situation

Make a referral to Children's Social Care: (*020 8227 3811*)
Keep parents informed unless it puts the child at **increased** risk or **significant** harm.

If concerns are relating to a colleague/Principal, contact

Principal/Chair of Governors

REMEMBER:

1. Record ALL actions
2. Do NOT react
3. Do NOT probe
4. Note ALL observations &

Appendix 9: On-line safety support

Further advice on child protection is available from:

NSPCC: http://www.nspcc.org.uk/

Childline: http://www.childline.org.uk/pages/home.aspx

CEOPSThinkuknow: https://www.thinkuknow.co.uk/

Anti-Bullying Alliance: http://anti-bullyingalliance.org.uk/

Beat Bullying: http://www.beatbullying.org/

Childnet International –making the internet a great and safe place for children. Includes resources for professionals and parents http://www.childnet.com/

Thinkuknow (includes resources for professionals and parents) https://www.thinkuknow.co.uk/

Safer Internet Centre http://www.saferinternet.org.uk/

Appendix 10: Searching, screening and confiscation guidance

This guidance to search adheres to the following - European Convention on Human Rights, AND The Dept. of Education Searching, Screening and Confiscation guidance July 2022.

Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.

• The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.

• The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise the searching powers in a lawful way.

- School staff can search a pupil for any item if the pupil agrees.

Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items at SRS are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Metal afro combs
- Objects which have been modified with the intention to create injury
- Racist, homophobic or extremist literature
- Large quantities of money
- Large quantities of foods which may be used for resale for personal gain
- Non prescribed medication

Screening

What the law allows:

• Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils. Statutory powers allow SRS to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors

• Any member of school staff can screen pupils.

- If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.

• If a pupil fails to comply, the school will not allow entry of that pupil onto school premises, the school has not excluded the pupil and the pupil's absence will be treated as an unauthorised absence.

• This type of screening, without physical contact, is not subject to the same conditions as those that apply to the powers to search without consent.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Searching with consent. The Law

School staff can search pupils with their consent for any item.

• Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.

• Sydney Russell has in this policy informed all parties on what items are on our banned list and therefore these are the items that can be searched for under this policy.

• If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.

• A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed to do so by a member of staff – and in such circumstances, schools can apply an appropriate disciplinary penalty. However in a safeguarding situation the senior member of staff will call the police to the school and the child will be removed from the school site for a more extensive search at a local police station.

Searching without consent

What the law says: Students can be searched for;

• Knives or weapons, alcohol, illegal drugs and stolen items; and

• Tobacco and cigarette papers, fireworks and pornographic images; and

• Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property; and

• Any banned item which has been identified by the school in the rules as an item which may be searched for.

Establishing grounds for a search

• The Designated Teachers will only undertake a search without consent, if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher will decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to suspect that the pupil is concealing a prohibited item.

• In the exceptional circumstances when it is necessary to conduct a search of a pupil of the opposite sex or in the absence of a witness, the member of staff conducting the search will bear in mind that a pupil's expectation of privacy increases, as they get older.

• The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

• School staff will utilise CCTV footage where available in order to make a decision as to whether to conduct a search for an item.

During the search

Extent of the search – clothes, possessions, desks and lockers

What the law says:

• The person conducting the search will never require the pupil to remove any clothing other than outer clothing eg coat and blazer.

• 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

• 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.

• A pupil's possessions will only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to others if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Also note:

• The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

So on this occasion as mentioned earlier the police will be called, and the child taken to a local police station for a more extensive search.

After the search

The power to seize and confiscate items – general

What the law allows:

• Schools' general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

Also note:

• The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is reasonably suspected to be an offensive weapon, it must be passed to the police.

• Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully. 13. Items found as a result of a 'without consent' search

What the law says:

• A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

• Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate but this should not include returning it to the pupil.

• Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.

• Where they find other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.

• Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or 12 disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.

• Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the pupil.

• Fireworks found as a result of a search may be retained or disposed of but should not be returned to the pupil.

• If a member of staff finds a pornographic image, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable.

• Where an article that has been (or is likely to be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.

• Where a member of staff finds an item which is banned under the school rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
• Any weapons or items which are evidence of an offence must be passed to the police as soon as possible

Statutory guidance on the disposal of controlled drugs and stolen items

• It is up to the teachers and staff authorised by them to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police. In determining what is a "good reason" for not delivering controlled drugs or stolen items to the police the member of staff must have regard to the following guidance issued by the Secretary of State:
• In determining what is a 'good reason' for not delivering controlled drugs or stolen items to the police, the member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.
• Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they should treat it as such.
• With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, school staff may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks).

Telling parents and dealing with complaints

• Schools are not required to inform parents before a search takes place or to seek their consent to search their child.
• There is no legal requirement to make or keep a record of a search.
• Schools should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
• Complaints about screening or searching should be dealt with through the normal school complaints procedure

Appendix 11-Operation Encompass

Operation Encompass Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead (or deputy)) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to local authority children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website.
Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 08:00 to 13:00, Monday to Friday on 0204 513 9990 (charged at local rate).

Appendix 12 -Main summary changes made in KCSIE 2023

Updates made in 2023 include:

- clarification around the roles and responsibilities of education staff in relation to filtering and monitoring
- clarification that being absent, as well as missing, from education can be warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation
- additional information on online pre-recruitment checks for shortlisted candidates
- information on responding to allegations related to organisations or individuals using school premises.

Appendix 13- Main Summary of changes made in KCSIE 2022

More detail on the term's 'victim', 'alleged perpetrator' and 'perpetrator'

In the 'summary' section at the beginning of the guidance (page 4), KCSIE specifies that:

- 'Victim' is a widely understood and recognised term, but not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. You should be prepared to use any term the child feels most comfortable with when managing an incident
- 'Alleged perpetrator(s)' and 'perpetrator(s)' are widely used and recognised terms, but you should think carefully about what terminology you use (especially in front of children), as in some cases, abusive behaviour can be harmful to the perpetrator too. You should decide what's appropriate and which terms to use on a case-by-case basis

Part 1: safeguarding information for all staff

All staff working directly with children are expected to read at least part 1 of KCSIE (those who don't work directly with children can read the condensed version of part 1, in Annex A). The changes to part 1 are:

New information on domestic abuse:

- A new paragraph on domestic abuse (paragraph 43), explaining:
  - Children who witness domestic abuse are also victims
  - Witnessing domestic abuse can have a lasting impact on children
  - Children can be victims, and perpetrators, in their own relationships too
  - The abuse can be physical, sexual, financial, psychological or emotional
- Added that extra-familial harms can include sexual harassment and domestic abuse in their own intimate relationships (teenage relationships) (paragraph 23)
- Added to the definition of abuse that harm can include ill treatment that isn't physical, as well as witnessing the ill treatment of others - for example, the impact of all forms of domestic abuse on children (paragraph 26)

More detail on child-on-child abuse:

- Child-on-child abuse is the new name for peer-on-peer abuse. This section has also been moved ahead of the section on child criminal exploitation (paragraph 32)
- Added that abuse in intimate relationships between children is sometimes known as 'teenage relationship abuse' (paragraph 35)

Part 2: the management of safeguarding

This sets out the responsibility of governing bodies, proprietors and management committees.

Our governors and trustees:

- Receive appropriate safeguarding and child protection (including online) training at induction, which is regularly updated, to equip them with the knowledge to provide strategic challenge. This is so they can be assured that safeguarding policies and procedures are effective and support your school to deliver a robust whole school approach to safeguarding (paragraph 81)
- Be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, the Public Sector Equality Duty (PSED) and the UK GDPR (paragraphs 82 and 94). Note that these duties haven't changed
- They Make sure:
  - our designated safeguarding lead (DSL) has the appropriate status and authority to carry out their job. Governing bodies need to give the DSL the additional time, funding, training, resources and support needed to carry out their role effectively (paragraph 104)
  - Online safety is a running and interrelated theme whilst devising and implementing their whole school or college approach to safeguarding and related policies/procedures (this has now been specified as a responsibility of governing bodies and proprietors) (paragraph 137)
  - Our school has appropriate filtering and monitoring systems in place and regularly review their effectiveness (paragraph 141)

- The leadership team and relevant staff are aware of and understand the filters and monitoring systems in place, manage them effectively and know how to escalate concerns (paragraph 141)
- Our school has procedures to manage **any** safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns), about staff members (including supply staff, volunteers and contractors). See paragraph 152
- The child protection policy reflects that children with special educational needs or disabilities (SEND), or certain medical or physical health conditions can face additional barriers, including cognitive understanding (being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges, or the consequences of doing so). See paragraph 199
- Seek assurance that where another body is providing services or activities, that they have appropriate safeguarding and child protection policies/procedures in place. This applies regardless of whether or not the children who attend these services/activities are children on the school roll/attend the college (paragraph 167)

New sections adding greater detail on the Human Rights Act 1998, the Equality Act 2010, and the Public Sector Equality Duty (PSED).

KCSIE explains that in relation to safeguarding:

- Human Rights Act 1998: being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to schools under the European Convention on Human Rights (ECHR) (paragraph 85)
- Equality Act 2010: governing bodies and proprietors should carefully consider how they're supporting their pupils and students regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race) under the Equality Act (paragraph 88)
- Public Sector Equality Duty (PSED): you can take positive action to deal with particular disadvantages affecting pupils (where you can show it's proportionate). This includes making reasonable adjustments for disabled pupils. You could consider using it, for example, to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment (paragraph 89)
- Under the PSED, you must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps your school to focus on key issues and how to improve student outcomes. Some pupils may be more at risk of harm from issues such as sexual violence, homophobic, biphobic, transphobic bullying or racial discrimination (paragraphs 92 and 93)

Your staff behaviour policy (also called the staff code of conduct) should also include (paragraph 99):

- Low-level concerns
- Allegations against staff, and
- Whistleblowing

Sshools play a crucial role in preventative education (paragraph 131)

This is in the context of a whole-school approach to preparing pupils for life in modern Britain and a culture of zero tolerance to sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. This will be underpinned by:

- our behaviour policy
- A pastoral support system
- A planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
  - Healthy and respectful relationships
  - Boundaries and consent
  - Stereotyping, prejudice and equality
  - Body confidence and self-esteem
  - How to recognise an abusive relationship (including coercive and controlling behaviour)
  - The concepts of, and laws relating to, sexual consent, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and female genital mutilation (FGM), and how to access support
  - What constitutes sexual harassment and sexual violence and why they're always unacceptable

Other changes

This is supported by work with Tender RESET as part of the Nurture UK project.

Part 3: more details on safer recruitment measures

You should:

- Only accept copies of curriculum vitae (CV) alongside an application form (a CV on its own won't provide adequate information) (paragraph 215)
- Consider carrying out an online search on shortlisted candidates to help identify any issues that are publicly available online (paragraph 221)
- Not include any repeated concerns or allegations that have all been found to be false, unfounded, unsubstantiated or malicious in a reference (paragraph 224)

Other changes

Part 4: handling allegations against staff

Part 4 has been renamed as 'allegations made against/concerns raised in relation to teachers, including supply teachers, volunteers and contractors'.

Your school should seek to learn lessons from all cases, not just those which are concluded and found to be substantiated (paragraphs 420 to 421).

There's also additional clarity around low-level concerns:

- Low-level concerns can arise in several ways from various sources, e.g. suspicion, complaint or a disclosure (paragraph 428)
- Schools should have procedures in place for confidentially sharing low-level concerns and clarity around the role of the DSL and headteacher in this. The headteacher should be the ultimate decision-maker in respect of all low-level concerns, although they may wish to consult the DSL to take a more collaborative approach (paragraph 433)
- If you're in any doubt as to whether a low-level concern meets the harm threshold, then consult your local authority designated officer (LADO) (paragraph 435)
- In the examples of adult behaviour that could be a low-level concern, KCSIE has replaced sexualised language with 'humiliating children' (paragraph 426)

Part 5: child-on-child sexual violence and sexual harassment

The DfE's standalone guidance on sexual violence and sexual harassment is now absorbed fully within KCSIE (this is explained on page 7 of their consultation response).

More guidance on what to be aware of

- You should be aware of the importance of:
  - Making it clear that there is a zero tolerance approach to sexual violence and sexual harassment, and that failure to do so can lead to a culture of unacceptable behaviour and in the worst case scenario, a culture that normalises abuse
  - Recognising that even if there are no reports, it doesn't mean it's not happening
  - Challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them (paragraph 447)
- Children with SEND are 3 times more likely to be abused than their peers (paragraph 449)
- There's more detail on:
  - Harmful sexual behaviour (HSB) (paragraphs 455 to 458), including:
    - HSB can occur online and/or face-to-face and can also occur simultaneously between the 2
    - Both the ages and stages of development of the children are critical factors
    - The DSL and their deputies should have a good understanding of HSB, which could form part of their safeguarding training
    - Children displaying HSB have often experienced their own abuse and trauma, and it's important they're offered appropriate support
  - Preventing abuse (paragraph 459), notably the DSL should:

- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's or college's policies (especially the child protection policy) and responses, and
- Be confident that they know what local specialist support is available to support all children involved (victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support

New section on confidentiality and anonymity (paragraphs 471 to 479)

Regarding confidentiality:

- Staff shouldn't promise confidentiality as it might be in the victim's best interest to seek advice and guidance
- If a victim asks the school not to tell anyone about the sexual violence or sexual harassment, there's no definitive answer. This is because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
- The DSL will have to balance the victim's wishes against their duty to protect the victim and other children
- The DSL should consider that:
  - Parents or carers should normally be informed (unless this would put the victim at greater risk)
  - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and
  - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains

Regarding anonymity, schools should:

- Be aware of the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report and any support for the children involved
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities

New section on discipline and the alleged perpetrator(s) (paragraphs 544 to 546)

- The DSL should take the lead role
- You can take disciplinary action whilst other investigations are ongoing e.g. by the police
- The fact another body is investigating/has investigated an incident doesn't (in itself) prevent you from coming to your own conclusion about what happened and impose a penalty accordingly. This is a matter for you and you should consider it on a case-by-case basis
- You should consider whether:
  - Taking action would prejudice an investigation and/or subsequent prosecution - liaise with the police and/or LA children's social care to determine this
  - There are circumstances that make it unreasonable/irrational for you to reach your own view about what happened
- You can, and should, take disciplinary action and still provide support at the same time if necessary

New section on working with parents and carers (paragraphs 547 to 552)

- You will (in most cases) engage with both the victim's and alleged perpetrator's parents or carers when there's been a report of sexual violence (this might not be necessary in relation to sexual harassment, but decide it on a case-by-case basis)
- The exception is if there's reason to believe informing a parent or carer will put the child at additional risk
- You should think carefully about what information you provide about the other child involved, and when. Make sure you work with relevant agencies to ensure your approach to information sharing is consistent
- It's good practice to:
  - Meet the victim's parent or carers with the victim to discuss what's being put in place to safeguard and support them, and how the report will progress
  - Meet with the alleged perpetrator's parents or carers to discuss what's being put in place that will impact them, e.g. moving them out of classes with the victim. You should explain the reason behind any decision
- The DSL would attend these meetings - decide what other agencies should attend on a case-by-case basis

New section on safeguarding other children (paragraphs 553 to 558)

- You should consider supporting children (and adult students) who have witnessed sexual violence, especially rape and assault by penetration
- You should do all you can to make sure the victim, alleged perpetrator(s) and any witnesses are not being bullied or harassed
- Social media is likely to play a role in the fall out from any incident/alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side
- You should consider school transport as part of your risk assessment as a potentially vulnerable place for a victim or alleged perpetrator(s)
- It's important to keep your policies, processes and curriculum constantly under review to protect all children
- Reports of sexual violence and/or harassment may:
  - Point to environmental/systematic problems that could be addressed by updating policies, processes and the curriculum
  - Reflect wider issues in the local area

Extra clarity that:

- It should be clear to all victims that the law on child-on-child abuse is there to protect them, not criminalise them (paragraph 469)
- You should consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment (paragraph 483)
- Schools, as relevant agencies, should be part of discussions with statutory safeguarding partners to agree to the levels for the different types of assessment as part of local arrangements (paragraph 493)
- If there are delays in the criminal process, it will be important for the DSL to work closely with the police (and other agencies as required) whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator(s) – this is to make sure the school's actions don't jeopardise the police investigation. If you have any questions about the investigation, you should contact the police (paragraphs 523 and 524)
- When supporting the victim, you should (paragraph 531):
  - Regularly review decisions and actions, and update relevant policies with lessons learnt
  - Look out for potential patterns of concerning, problematic or inappropriate behaviour, and where you identify a pattern, decide on a course of action
  - Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether extra teaching time and/or staff training could minimise the risk of it happening again
- Children who have experienced sexual violence can display a wide range of responses, so schools should remain alert to the possible challenges of detecting those signs and show sensitivity to their needs (paragraph 534)

Our Safeguarding priorities remain the same and we will always have the best interests of the child as our first to priority, but we must also keep our staff safe.