Shaw Education Trust

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Safeguarding and Child Protection Policy

(From 1st September 2021)



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Shaw Education Trust

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SECTION A: INTRODUCTION

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

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

Shaw Education Trust, subsequently in this policy referred to as 'SET' or 'Trust', has a duty to ensure that appropriate policies and supporting procedures, protocols or guidelines are in place to comply with legislation, enabling all children, pupils and learners to be kept safe.

SET recognises that in order to keep pupils safe, leaders must create a culture where pupils and staff are able to speak freely and share any concerns they have. There must be mechanisms in place to ensure pupils of all ages and abilities are able to communicate their views.

The term 'pupils' will be used throughout the policy and will be used to refer to learners of all ages in SET establishments.

The term 'school' will be used throughout the policy and will be used to refer to schools, academies and colleges across SET.

Reference to 'Headteacher' in this Policy includes Head of School, Executive Principal and/or the Principal where applicable.

It is important to stress that this policy document must be used in conjunction with Keeping Children Safe in Education 2021, (from this point referred to as KCSiE 2021). Some of the information in this document will be taken from KCSiE 2021 and in addition, referral to certain parts of the KCSiE 2021 document is essential for further statutory guidance and to fully implement this policy.

In accordance with the guidance, Academy Councils should ensure that this policy along with individual school's additional information is:

- publicly available via the school website or by other means;
- provided to all staff (including temporary staff) at induction along with a staff code of conduct.

In addition, **Academy Councils, Headteachers and the Chief Executive Officer should ensure that all staff have read Part One of KCSiE 2021 and sign a declaration form to confirm they fully understand their responsibilities.** Records of this confirmation should be retained by the school and at SET Head office for central team staff.

The overall responsibility for the approval of this Policy sits with the Trust Board. However, the day to day operational management and implementation of the Policy is the responsibility of the Headteacher and the Local Academy Council.

Schools must conform to this policy within their school but it is also recognised that there may well be local arrangements which differ across our trust. The Annex section of this document allows individual schools to detail such information.

This policy will ensure that the SET Board meets its legal responsibilities and provides a clear organisational approach to safeguarding and the protection of pupils for all schools to follow.

Whilst this policy sets out the actions taken by our staff across SET in safeguarding and protecting children in school, it is important to be aware that safeguarding incidents and/or behaviours can

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be associated with factors outside our school and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. This is more commonly known as **contextual safeguarding**.

All our staff are in a 'position of trust' and as such understand that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach. In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a SET member staff and a child under 18 may be a criminal offence, even if that child is over the age of consent.

1. About this policy

This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our pupils. It identifies categories for concern and how schools will act in such a way to minimise or negate the safeguarding risks that children are vulnerable to.

It is useful to note at this point the difference between the terms 'safeguarding' and ''child protection'. 'Safeguarding' is the employment of policies and practices by schools to keep children safe, whilst 'child protection' is a term used to describe the activity that is undertaken to protect specific children who are suffering or likely to suffer significant harm. In general terms all children may be vulnerable to a point, and therefore Section C of this policy outlines a range of actions staff take or may need to take to protect children.

Safeguarding and promoting the welfare of pupils goes beyond implementing basic child protection procedures. It is an integral part of all activities and functions of SET. This policy complements and supports other main SET safeguarding policies, and relevant individual school policies, such as;

SET Central Policies
- Acceptable IT Use Policy
- Bereavement Policy
- Handling Allegations against Staff Policy
- Looked After Children Policy
- Online Safety Policies
- Prevent Policy
- Safer Recruitment Policies (including Single Central Record checklist)
- Staff Code of Conduct Policy
- Whistleblowing Policy

Individual School Policies
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- SEND Policies

2. Legislation and Guidance

This policy has been developed in accordance with the principles established by the Children Act 1898 & 2004 and the Education Act 2002. It was revised in July 2020 in preparation for implementation on 1st September 2020 following publication of KCSiE 2021, also implemented on 1st September 2020. All schools and colleges must have regard to KCSiE 2021 from 1st September 2020 when carrying out their duties to safeguard and promote the welfare of children. The guidance refers to the 'proprietor' of a school which in our case is SET. In addition, reference to Working Together to Safeguard Children 2018 is beneficial as is the DfE's information on Safeguarding Children.

3. Roles and Responsibilities

KCSiE 2021 outlines responsibilities of staff to safeguard pupils. In this section, this is broken down into further detail for each group/individual within our trust. Trust and Academy colleagues

should refer to the Trust's Delegated Accountability Framework for specific details.

The Chair of trustees will ensure that:

- A trustee is nominated as the lead trustee with responsibility for safeguarding.
- The nominated safeguarding trustee is appropriately trained to fulfil this role.
- Safeguarding features on each meeting agenda.
- The trust wide safeguarding report is considered at each full board of trustees meeting.

SET Central Team will ensure that:

- The policies and procedures adopted by the trustees to safeguard and promote the welfare of pupils are fully implemented. (Regional Directors)
- The single central record (SCR) for central team staff and Trust Board is compliant. (Head of HR & Director of Safeguarding & Compliance)
- Safeguarding training is available and completed across the Trust, appropriate to each role. (Director of Safeguarding & Compliance)
- The trust wide safeguarding and pupil protection policy is compliant with statutory duties. (Director of Safeguarding & Compliance)

The Academy Council will ensure that:

- A member of the Academy Council is identified as the designated academy councillor for Safeguarding and receives appropriate training. The identified academy councillor will provide the academy council with appropriate information about safeguarding and will liaise with the Designated Safeguarding Lead member of staff.
- A senior leader has Designated Safeguarding Lead responsibility.
- The information contained within the Annexes section of this document is regularly reviewed (at least annually) and updated and the school complies with local safeguarding partner procedures.
- The school operates safe recruitment and selection practices as outlined in SET policies and KCSiE 2021 Part Three. This includes Section 128 checks on academy councillors and school leaders as well as enhanced DBS checks.
- All staff and volunteers who have regular contact with children and young people receive appropriate training which is up-dated regularly. Supply staff must also receive safeguarding guidance.
- That staff adhere to the staff code of conduct policy alongside safeguarding procedures.
- The school follow procedures contained within KCSiE 2021 Part Four and school disciplinary systems concerning dealing with allegations of abuse against staff, supply staff and volunteers.
- On appointment, the Designated Safeguarding Lead undertakes interagency training and also undertakes an 'update' course every 2 years.
- A member of the Academy Council, usually the Chair, is nominated to liaise with the local authority on Child Protection issues, and in the event of an allegation of abuse made against the Headteacher, with the Local Authority Designated Officer (LADO).
- Child Protection & Safeguarding Policy is available on the schools' website or by other means to parents/carers, who are made aware of this policy and their entitlement to have a copy of it.
- The Academy Council considers how children may be taught about safeguarding as referred to in Section C part 39 of this document.
- Appropriate filters and monitoring systems are in place to ensure that young people are safeguarded from potentially harmful and inappropriate material online in the academies.
- A designated teacher for looked after children is in place to promote the educational achievement of this group of children and ensure that this person has the appropriate training.

The Headteacher will ensure that:

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- The policies and procedures adopted by the Academy Council to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including supply staff and volunteers.
- Safe recruitment and selection of staff, supply staff and volunteers is practised.
- A Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead(s) (DDSL) for child protection is identified and receives appropriate time, funding, training, resources, supervision, and support to provide advice and support to other staff on child welfare and child protection matters. The role of the DSL must be explicit in their job description.
- All staff and volunteers receive appropriate training which is updated at least annually via briefings, bulletins and emails. This includes giving supply staff relevant information that allows them to ensure they follow reporting and safeguarding arrangements.
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.
- Parents/carers are aware of and have an understanding of the school's responsibilities to promote the safety and welfare of its pupils by making its obligations clear in the school/setting prospectus.
- Processes are in place to identify children who may benefit from early help and ensure that all staff are aware of the processes.

The Designated Safeguarding Lead has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people registered in the school. The Designated Safeguarding Lead should be a member of the Senior Leadership Team of the school. A full role description is outlined in KCSiE 2021 Annex C.

School and college staff are an important part of the wider safeguarding system for children and must know that they have a very important role to play as many safeguarding issues become known them before a DSL nay get involved, e.g. disclosures from pupils. Expectations are outlined in KCSiE 2021 Part One, which all staff must read and submit each year a signed declaration they have done so.

The Headteacher, or in their absence the authorised member of staff, has the ultimate responsibility for safeguarding and promoting the welfare of pupils at their school.

4. Local Safeguarding Partners

The Children and Social Work Act 2017 (the Act) replaces Local Safeguarding Children Boards (LSCBs) with new local safeguarding arrangements as outlined in DfE Local Safeguarding transitional arrangements, led by three safeguarding partners (local authorities, chief officers of police, and clinical commissioning groups). New safeguarding partners will agree the arrangements for themselves, and any relevant agencies they consider appropriate, e.g. schools, to work together to safeguard and promote the welfare of children in their area. Each local authority may have slightly different arrangements and full details of the school's local arrangements are outlined in Annex B of this document.

5. Quality Assurance of Safeguarding in SET schools

All schools and aspects of school performance are under scrutiny to a variety of evaluative measures including Ofsted inspections and academic results, and safeguarding procedures are no different. It is important that across SET we ensure the very highest quality in safeguarding practices and procedures. Internal monitoring and evaluation by senior staff, e.g. DSLs, Headteachers and Academy Councils is by far the most important aspect of this quality assurance but in addition, SET also have central team colleagues who support this process. There are three stages to this aspect of the quality assurance process:

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- SET Safeguarding Audit – completed and submitted in full every year to SET Safeguarding Lead, and also updated throughout the year when practice is improved or changes.
- SET Safeguarding Documentation – schools have relevant documentary evidence of safeguarding practice and procedures.
- SET Monitoring Visits – central team members visiting schools will carry out activities to judge the quality of safeguarding processes and accuracy of audit information.

6. Confidentiality and Information Sharing

Information sharing is essential for effective safeguarding and promoting the welfare of children and young people. It is a key factor identified in many serious case reviews (SCRs), where poor information sharing has resulted in missed opportunities to take action that keeps children and young people safe. But many professionals are wary about sharing information and are concerned about breaching the Data Protection Act. In July 2018, the government published advice on Information Sharing. This document is quite clear about sharing information and encourages practitioners to balance the risk of sharing with the risk of not sharing.

SET school staff ensure that confidentially protocols are followed and information is shared appropriately including in line with GDPR guidance. The Headteacher or Designated Safeguarding Lead discloses any information about a pupil to other members of staff on a need to know basis only.

All staff, supply staff, and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard pupils. All must be clear with pupils that they cannot promise to keep secrets. See Section C part 28 of this document.

Everyone working with children must know the signs and symptoms of abuse and understand under what circumstances they are allowed to share information. The safety and welfare of children is of paramount importance and highlighted the importance of practitioners feeling confident about when and how information can be legally shared. The document linked to in this section outlines the **seven golden rules to information** sharing as follows:

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately.

2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.

4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.

5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

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6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).

7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

7. Vulnerable Children

SET recognises that there are some children who are more at risk to child protection and safeguarding issues than others and there are further specific policies, procedures and staffing in school to support these groups of children. Any child deemed more at risk than 'most' children, is often defined as 'vulnerable'. 'Vulnerable' children can be those, but not exclusively, listed below:

- those children assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child;
- those children who have an education, health and care (EHC) plan;
- those children who have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services). This might include children and young people on the edge of receiving support from children's social care services, adopted children, those at risk of becoming NEET ('not in employment, education or training'), those living in temporary accommodation, those who are young carers and others at the provider and local authority's discretion.

We recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

In addition, the following groups may also be considered as potentially being in the vulnerable cohort;

- children who have medical conditions,
- children of Gypsy, Roma & Traveller (GRT) families,
- children with English as an additional language,
- children with mental health issues,
- children missing from education,
- children in pupil referral units,
- children in families that may have challenging home circumstances, e.g. poverty, poor housing, domestic abuse etc.

Whilst these are most of the accepted 'groups' of children this term applies to, it is important to recognise that all children can be at risk at some level, and that many children in the groups above will never experience any issues.

8. Impact of Covid-19 pandemic

(This section is relevant at time of printing, but it must be recognised that the pandemic situation is fluid and as such so are our responses and actions to safeguarding procedures.)

The Covid-19 pandemic has obviously brought additional challenges to the area of safeguarding, especially with the extended period where the majority of children have not been in school. Schools have managed as best they could to remotely 'monitor' and support vulnerable children, some in liaison with social care. Telephone calls, home visits, and electronic communications

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used to keep in contact with vulnerable children. Remote learning was yet another issue in attempting to ensure all children accessed some level of continued education. However, the remoteness may have left a significant gap in the support that a child may have normally received when attending school. Irregular contact with some vulnerable children by professionals made some children even more vulnerable, especially those living in difficult home situations.

All SET schools have supported children at home as best we can, applying the procedures from relevant SET policy/guidance documents such as; **'Guidance for Safeguarding vulnerable children during prolonged school closure'**, **'Safeguarding Guidance to staff conducting Online Learning'** and **'Covid-19 addendum to Safeguarding Policy'** (see Annex E).

The return of any child back into school after a long absence will also bring up new challenges as staff look to 'assess' any issues that may have arisen during any lockdown period that had not manifested itself during remote monitoring and support. In addition, children not deemed vulnerable before any period of lockdown may well display behaviours and issues that may cause staff to place them on a vulnerable children list. Effects on the mental health of some children may be quite profound yet initially unknown to staff. Continued vigilance is needed during the coming months, and even years, as the full extent of the impact of this period of time becomes better known.

Many agencies, including the Department of Education, released safeguarding support guidance during the outbreak and whilst the application of all actions in Section C of this document are relevant in all cases, it should be noted that reference to support guidance unique to the outbreak period also may need to occur.

Relevant guidance information can be sourced on DfE website and other support organisations such as the NSPCC.

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SECTION B: SAFEGUARDING ISSUES

This section explains briefly some of the 'safeguarding issues' that schools must be aware of. Most come under the heading of 'abuse' of which there are four main types (see below) and other sections indicate where a child may be more vulnerable due to certain processes, e.g. children and the court system. Some of these aspects will require staff to have more training than others and responses may differ slightly when dealing with a particular issue. It is important that further reading and knowledge than that contained in this section may well be required when dealing with a particular aspect of safeguarding, including reference to KCSiE 2021. Some sections contain a link to further reading around the particular aspect of safeguarding concern. Staff should always seek the support from their DSL and follow school reporting guidelines.

9. Abuse Categories

There are four recognised types of abuse:

- Physical Abuse (NSPCC): is any way of intentionally causing physical harm to a child or young person. It also includes making up the symptoms of an illness or causing a child to become unwell.
- Emotional Abuse (NSPCC): is any type of abuse that involves the continual emotional mistreatment of a child. It's sometimes called psychological abuse. Emotional abuse can involve deliberately trying to scare, humiliate, isolate or ignore a child. 'Active' emotional abuse can include things like 'bullying' and 'passive' emotional abuse could take the forms of ignoring, showing no love to, etc.
- Sexual Abuse (NSPCC): when a child or young person is sexually abused, they're forced or tricked into sexual activities. They might not understand that what's happening is abuse or that it's wrong. Sexual abuse can be through 'contact', i.e. an abuser makes physical contact with a child, and 'non-contact', i.e. where a child is abused without being touched by the abuser either in person or online.
- Neglect (NSPCC): is the ongoing failure to meet a child's basic needs and the most common form of child abuse. A child might be left hungry or dirty, or without proper clothing, shelter, supervision or health care. Types of neglect are; physical, emotional, educational and medical.

It should be noted that these forms of abuse can also occur by children to children, i.e. 'peer-on-peer'.

There can be some general **'non-specific' signs of abuse** that can appear in any of the types of abuse which are listed below.

- Attention-seeking behaviour
- Anxiety levels higher than 'should' be
- Depression
- Extreme anger or sadness
- Lack of self-esteem
- Lacks social skills and may have few friends, if any
- Self-harm
- Significant change in behaviour and/or personality
- Suspicious bruises with unsatisfactory explanations
- Withdrawal from activities and/or others

In addition, some **specific signs of abuse** for each type of abuse may be present:

Physical Abuse

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- bruises (especially on certain areas and/or in clusters)
- broken or fractured bones
- burns or scalds (with clear shapes and/or on certain parts of body)
- bite marks
- breathing problems from drowning or suffocation
- effects of poisoning such as vomiting, drowsiness or seizures
- scarring

Emotional Abuse

- act in a way that's inappropriate for their age
- difficulty making or maintaining relationships
- seems unconfident or lack of self-assurance
- struggle to control emotion

Sexual Abuse

- avoiding being alone with or frightened of people or person they know
- bleeding, discharge, pains or soreness in genital or anal area
- knowledge and/or use of sexual language or behaviour that wouldn't be expected of their age
- having nightmares or bed-wetting
- drug or alcohol issues
- pregnancy
- self-harm
- sexually transmitted infections

Neglect

- being smelly or dirty
- being hungry or not given money for food
- having unwashed clothes or the wrong clothing, such as no warm clothes in winter
- health and development issues such as;
  - poor muscle tone or prominent joints
  - dental issues
  - poor language or social skills
  - regular illness, infections and/or accidental injuries, through lack of supervision
  - weight or growth issues
- housing and family issues such as;
  - living in an unsuitable home environment, such as having no heating
  - being left alone for a long time
  - taking on the role of carer for other family members

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

Indicators of concern

The following are often regarded as indicators of concern in regards to behaviours, signs which may be displayed by parents/carers/others who may be aware of the abuse a child is suffering and do not disclose it to professionals, possibly due to one or more factors such as; being the perpetrators themselves, in fear of someone else, simply unaware due to mental or learning issues (e.g. neglect), etc. Parents/carers may:

- offer an explanation which is inconsistent with an injury or child's behaviour
- offer several different explanations provided for an injury or behaviour
- be unable to explain a reason for any delay in seeking treatment
- be uninterested or undisturbed by an accident/injury or change in behaviour

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- be absent without good reason when their child is presented for treatment
- move their children around schools frequently
- be reluctant to give information or mention previous injuries/episodes
- use different doctors

10. Adverse Childhood Experiences

Adverse Childhood Experiences (ACEs: Public Health England and ACEs: Wave Trust) are stressful or traumatic experiences that can have a huge impact on children and young people throughout their lives. The ten widely recognised ACEs are:

Abuse:	**physical**	Neglect:	**emotional**
	sexual		**physical**
	verbal		

Growing up in a household where: **there are adults with alcohol/drug use problems**
there are adults with mental health problems
there is domestic violence
there are adults who have spent time in prison
parents have separated

As well as these 10 ACEs there are a range of other types of childhood adversity that can have similar negative long-term effects. These include bereavement, bullying, poverty and community adversities such as living in a deprived area, neighbourhood violence etc.

The more adversity a child experiences the more likely it is to impact upon their mental and physical health. Various studies have been conducted on the effects of ACEs and there is lots of literature available. Below are some findings from a UK study which suggests that those with 4 or more ACEs are:

- 2x more likely to have a poor diet
- 3x more likely to smoke
- 5x more likely to have had sex under 16 years and 6x more likely to have been pregnant or got someone accidently pregnant
- 2x more likely to binge drink
- 7x more likely to be involved in recent violence
- 11x more likely to have been in prison
- 11x more likely to have used heroin or crack
  and more alarmingly,
- 3x increased risk of heart disease, respiratory disease and type 2 diabetes and thus a shorter life span.

11. Bullying

Whilst all schools will have an 'Anti-Bullying Policy' outlining forms of bullying and actions to be taken to support both the victim and perpetrator, it is worth pointing out in this document that bullying can bring beyond the initial difficulties for the pupil, a vulnerability to other safeguarding issues. The impact of bullying is not just the physical and emotional of the actual bullying itself but can place the pupil in a position where they become vulnerable to another form of abuse. They may seek out comfort and acceptance elsewhere which may make them susceptible to advances from other individuals who may cause abuse. That may include online or in person grooming, indoctrination into radicalisation, and/or persuasion into criminal activity, e.g. county lines. Staff should be aware of the impact of bullying in some of these aspects.

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12. Children and the Court System

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. When pupils are required to give evidence in court, SET schools should use the available guides signposted in KCSiE 2021 Annex B to support pupils.

13. Children Missing Education

Knowing where children are during school hours is an extremely important aspect of safeguarding. Missing school can be an indicator of abuse, neglect and radicalisation, and in children may raise concerns around child sexual exploitation. As detailed in KCSiE 2021 Annex B, all staff need to be aware of the signs to look out for and potential safeguarding concerns 'such as travelling to conflict zones, female genital mutilation and forced marriage'.

Attendance is monitored daily and pupils who are missing from school without permission for 10 days are reported to the Local Authority. In addition, pupils who have irregular attendance at school are also reported to the Local Authority and their attendance is closely monitored.

Pupils who are deleted from the school register for any of the following reasons are also reported to the Local Authority immediately upon deletion of the record in accordance with DfE Children Missing Education:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

14. Children with Family Members in Prison

Children with family members in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. This is recognised as one of the ten Adverse Childhood Experiences (see part 10 of this document). Support to assist schools and families can be sought from the National information centre on children of offenders.

15. Child on Child Sexual Violence & Sexual Harassment (inc. Peer-on-peer Abuse)

Children can abuse other children. Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence (see below),
- sexual harassment (see below)

KCSiE 2021 devotes Part Five of the guidance to this aspect of safeguarding and reference

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should be made to this section alongside the DfE's more detailed document Sexual violence and sexual harassment between children in schools and colleges (2021). All our staff must be aware of this issue and report any concerns to the DSL in accordance to our reporting procedures.

Developmental sexual behaviour 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. Children 'mature' at different rates and therefore there can be a 'grey area' as to what may be appropriate sexualised behaviour at a certain age. However, it is useful to have guidelines such as the Brook Sexual Behaviours Traffic Light Tool to help support any assessment of certain behaviours.

Sexual violence and sexual harassment can occur between two children **of any age and sex.** It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate. Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys and that SEND pupils are three times more likely to be abused than their peers.

Schools and colleges should be aware of the importance of making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. Schools must not tolerate or dismiss sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys". Behaviours (potentially criminal in nature) such as; grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts, must always be challenged. Dismissing or tolerating such behaviours risks normalising them.

Sexual violence can, and does occur between peers, sometimes those in intimate relationships. Sexual violence includes acts such as;

- **Rape**: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by Penetration**: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Sexual Assault**: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

- **Causing someone to engage in sexual activity without consent**: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

Consent is about having the freedom and capacity to choose (Consent: it's as simple as tea). Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice;

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape.

Sexual harassment means 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment between children is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include;

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - consensual and non-consensual sharing of nude and semi-nude images and videos. As set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence;
  - sharing of unwanted explicit content;
  - upskirting (is a criminal offence);
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media;
  - sexual exploitation; coercion and threats.

It is important that schools and colleges consider sexual harassment in broad terms. Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

The procedures for investigating and dealing with peer-on-peer abuse must be made clear to all staff through safeguarding training and the school's reporting procedures in line with KCSiE 2021

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

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

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who have been moved (commonly referred to as trafficking) for the purpose of exploitation. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

16. Child Criminal Exploitation (inc. County Lines)

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. It can lead to a child becoming part of a criminal or dangerous gang (NSPCC guidance) and/or include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines - see below), forced to shoplift or pickpocket, or to threaten other young people.

County Lines is the police term for urban gangs exploiting young people into moving drugs from a hub, normally a large city, into other markets - suburban areas and market and coastal towns - using dedicated mobile phone lines or "deal lines". Children as young as 12 years old have been exploited into carrying drugs for gangs. This can involve children being trafficked away from their home area, staying in accommodation and selling and manufacturing drugs. Children are also increasingly being targeted and recruited online using social media.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who suffer from changes in emotional well-being
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late
- children who regularly miss school or education or do not take part in education.

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. Child Sexual Exploitation

Child sexual exploitation (CSE) is defined as a form of child sexual abuse. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

CSE has links to other types of crime such as;

- Child trafficking
- Domestic abuse
- Sexual violence in intimate relationships
- Grooming (including online grooming)
- Abusive images of children and their distribution
- Drugs-related offences
- Gang-related activity
- Immigration-related offences
- Domestic servitude

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;

- Acquisition of money, clothes, mobile phones etc. without plausible explanation

- Gang-association and/or isolation from peers/social networks
- Exclusion or unexplained absences from school, college or work
- Leaving home/care without explanation and persistently going missing or returning late
- Excessive receipt of texts/phone calls
- Returning home under the influence of drugs/alcohol
- Inappropriate sexualised behaviour for age/sexually transmitted infection
- Evidence of/suspicions of physical or sexual assault
- Relationships with controlling or significantly older individuals or groups
- Multiple callers (unknown adults or peers)
- Frequenting areas known for sex work
- Concerning use of internet or other social media
- Increasing secretiveness around behaviours
- Self-harm or significant changes in emotional well-being

18. Domestic Abuse

SET is aware that children and young people's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and is a safeguarding issue. Domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. Children and young people react to domestic abuse in similar ways to other types of abuse and trauma. Any child or young person thought to be at immediate risk will be reported without delay to the local social care Emergency Duty Team.

Advice and support can be sought at; DfE Domestic abuse: how to get help, National abuse helpline, and from the NSPCC.

19. Homelessness

Being homeless or at risk of being homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include;

- household debt
- rent arrears
- domestic abuse
- anti-social behaviour

Pupils who are at risk of or who's family have become homeless will be supported through normal safeguarding referral procedures in conjunction with children's services. Where deemed appropriate the academy will facilitate support through the Local Housing Authority in order to support a family who find themselves in this situation. Further national guidance will be followed if a student who is 16 or 17 becomes homeless. Again, our schools will support these students through early help intervention.

20. Honour-based-violence (Breast Ironing, FGM & Forced Marriage)

So-called 'honour-based' violence encompasses incidents or crimes which have been committed to protect or defend the honour of the family or community. This may include female genital mutilation, forced marriage, and practices such as breast ironing.

All forms of so-called 'honour-based' violence are abuse.

The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups but must ensure that the safety of the child is paramount at all times. It is important to note that these types of abuse can be more difficult to detect and don't always show the more 'typical signs' of abuse. These may well be carried out by 'loving' relatives who very much believe that culturally they are doing the right thing. There may

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well be no other signs of any issues within a family.

However, child abuse cannot be condoned for religious or cultural reasons. When a school has concerns about any possible incident of honour-based-violence, they ***should not in the first instance contact the family*** but instead refer to appropriate professionals, whether that be safeguarding partners and/or the police. Contacting the family can further complicate matters and put the child at further risk of a violent reaction, being taken overseas, or much worse forms of retribution violence if the family or relatives feel they have dishonoured them by disclosing to school staff.

When staff speak to any child who may be suffering this form of abuse it is important to be aware of the **'One Chance'** rule which dictates that "we may only get one chance to speak to the victim, and to act on any abuse." Failure to 'solve' the issue on this first attempt may result in the family becoming aware and, taking the girl overseas, threatening the girl if she continues to disclose, or any serious act of 'honour-based violence'. It is essential that action is taken **without delay**.

Breast ironing is the process of burning, massaging, pounding, or otherwise flattening young girls' breasts over a period of time with the aim of making them disappear or even stop developing. It can involve heating large objects (stones, spoons, hammers etc.) and 'ironing' the breasts. This is usually carried out by older female relatives including mothers with the purpose of making young girls look less like girls and preventing 'male attention'.

As above signs may not be similar to other symptoms of abuse but may be, e.g. withdrawal behaviours. In a school setting the child may refuse to take part in P.E lessons, be absent from school for a period of time, be reluctant to participate in any 'normal' medical programmes, and possibly exhibit signs of discomfort or pain around the chest area.

Female Genital Mutilation (FGM) is the total or partial removal of external female genitalia for non-medical reasons. It can occur at any age from between babyhood to early adulthood but is more commonly performed between the ages of 7 to 10 years old. It is usually carried out again similar to breast ironing, by female relatives or friends of the family. DfE Guidance (July 2020) is available for further reading.

It is carried out for a number of reasons including: cultural, i.e. this is seen as an 'invitation' into womanhood; psychosexual, i.e. allows a level of control over a woman's sexuality; aesthetic & hygienic, i.e. external female genitalia can be seen as 'ugly and dirty'; socio-economic, i.e. it can be a pre-requisite to marriage or inheritance; religious, i.e. seen as 'right' in the eyes of god (although no religious sanction this act).

There are four 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.

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK. The Serious CRIME Act 2015 came into force in July 2105 and with it new legal powers to deal with FGM.

Indicators which staff should be vigilant to include;

- 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)

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- 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 school 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, including 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

From 1st October 2015 there is a mandatory reporting duty placed on schools where they discover that FGM has been carried out on a girl under 18. It is important to note that staff will become aware of FGM by disclosure, not through physical examination.

A **forced marriage** is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage and is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence.

Factors that can increase the risk of a young girl experiencing a forced marriage can include:

- bereavement in the family, especially of the father
- older siblings refusing to marry thus pressuring the family to marry one of their children
- a disclosure of sexual abuse within the family
- a child disclosing to be LGBT (FGM can be viewed as a 'cure' by the family)
- a child who has SEND.

Signs for schools to be aware of which may indicate the possibility of a force marriage include;

- self-harm or suicidal acts or comments
- running away from home
- a history of police intervention with the family
- FGM
- anxious behaviour about an upcoming holiday
- being watched by siblings or older cousins
- a sudden announcement of an engagement

21. Mental Health

More and more school children are struggling to cope with their mental health with rising rates of depression, anxiety and self-harm in children and young people. Mental health and mental illness are part of a 'spectrum', just as physical health and illness are. Many different things can occur in a child's life which causes them to move up and down the spectrum such as; the start or end of relationships, bullying, issues at home including, poverty, domestic abuse and unemployment, bereavement, and many more reasons.

Mental health and resilience are closely linked and the level of resilience a child has can determine certain levels and onset of some mental health issues. This is why schools must ensure

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that ‘resilience building’ is part of the curriculum.

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

The most common mental health problems experienced by children include;

- depression – more common in adults but growing number in child population
- anxiety – more commonly ‘separation anxiety’ and ‘generalised anxiety disorder’
- self-harm – a coping mechanism for many which masks other issues
- eating disorders – can lead to other health issues
- post-traumatic stress disorder – can be caused by a life trauma such as bereavement and also any abuse
- ADHD – before accurate assessment at early stages can be put down simply to poor behaviour
- mental health problems caused by developmental disabilities such as autism

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

Signs can be varied and similar to signs of any number of issues but can generally include;

- inability to cope with daily tasks
- social withdrawal
- dramatic changes in eating/sleeping habits
- feeling anxious
- substance misuse
- thoughts or actions around self-harm

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

Advice and guidance are available for schools and families such as:
DfE Promoting and supporting mental health and well being in schools and colleges
DfE Mental health and behaviour in schools
DfE Supporting mental health in schools and colleges
Guide for parents and carers (Mental Health Foundation)
Young Minds
NSPCC: Children's mental health.

22. Modern Slavery & Trafficking

Modern slavery is a crime and a violation of fundamental human rights. It takes various forms, such as slavery, servitude, forced and compulsory labour and human trafficking, all of which have in common the deprivation of a person's liberty by another in order to exploit them for personal or commercial gain. Further reading is recommended for staff concerned that this may be occurring Safeguarding children who may have been trafficked.

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23. Online Issues

Being online is an integral part of children and young people's lives. Social media, online games, websites and apps can be accessed through mobile phones, computers, laptops and tablets – all of which form a part of the lives of our pupils.

The internet and online technology provide new opportunities for pupil learning and growth, but it can also expose them to many forms of risk. The use of technology has become a significant component of many safeguarding issues, such as; **child sexual exploitation, radicalisation, sexual predation** and **'cyber'-bullying**.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **content**: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **contact**: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **conduct**: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images (i.e. sharing nude and semi-nude images (formerly 'sexting')) and online bullying; and,
- **commerce**: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group

As the risks of online abuse is a key safeguarding aspect, there are lots of advice and guidance available on this subject online such as; NSPCC: E-safety for schools and UK Safer Internet Centre, as well as DfE: Teaching online safety in school. In addition, SET have various documents such as Online Safety Policy and Monitoring and Filtering Policy. These must be read as key documents on advice and guidance around this subject. In addition, referral to **KCSiE 2021** Annex D is essential.

As mentioned, there are many 'dangers' online but two of the main ones which effect children are grooming and sharing nude and semi-nude images (formerly 'sexting').

Common signs that a child may be experiencing online abuse/**grooming** may include;

- spending a lot more or a lot less time than usual online, texting, gaming or using social media
- seeming distant, upset or angry after using the internet or texting
- being secretive about who they're talking to and what they're doing online or on their mobile phone
- having lots of new phone numbers, texts or email addresses on their mobile phone, laptop or tablet.

Sharing nude and semi-nude images (formerly referred to as 'sexting') is sending, receiving, or forwarding sexually explicit messages, photographs, or images, primarily between mobile phones, of oneself to others. It may also include the use of a computer or any digital device. It is one of several 'risk-taking' behaviours associated with the use of digital devices, social media or the internet. It is accepted that young people experiment and challenge boundaries and therefore

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the risks associated with 'online' activity can never be completely eliminated.

The range of contributory factors in each case needs to be considered in order to determine an appropriate and proportionate response, which should be recorded. All colleagues are expected to be aware of this.

A child is likely to be very distressed especially if the image has been circulated widely and if they don't know who has shared it, seen it or where it has ended up. They will need pastoral support during the disclosure and after the event. They may even need immediate protection or a referral to police or social services; parents should be informed as soon as possible (police advice permitting).

24. Radicalisation

Radicalisation is the process of causing someone to become a supporter of terrorism or forms of extremism that lead to terrorism.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Possible signs that a child may be being radicalised include;

- being secretive re online behaviour
- displaying feelings of isolation and an 'us and them' mentality
- being more argumentative and condemns others
- questioning their faith or identity
- downloading extremist material
- losing interests in activities they were once keen on
- changing appearance
- having more abnormal routines

The national initiative to safeguard people from radicalisation is Prevent. Reference to DfE Revised Prevent duty guidance is essential for DSLs to ensure school systems are in place and how to refer concerns using the Channel Programme. Section 32 of this document outline the actions taken to safeguard against radicalisation.

25. Serious violence and knife crime

Serious Youth Violence is defined as '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.

Serious violence can occur for a variety of reasons including some of the categories listed in this policy, e.g. child criminal exploitation, county lines, and some consequences of radicalisation. It can mainly, although not totally, be involved with 'gang culture' where children, mainly boys, become involved in a gang for any number of reasons. It can be as an effect of gaining a sense of belonging, often associated with a lack of care within the home. It may be that they have been 'groomed' to become involved in illegal activities such as drugs, robberies etc. including 'county lines'.

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Gangs are defined as mainly comprising men and boys aged 13-25 years old, who take part in many forms of criminal activity (e.g. knife crime or robbery) who can engage in violence against other gangs, and who have identifiable markers, for example a territory, a name, or sometimes clothing.

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- an increased absence from school
- a change in friendship or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm
- signs of assault or unexplained injuries
- in possession of unexplained gifts (sign of grooming into a gang)

Knife crime is a term used commonly in the media to refer, primarily, to street-based knife assaults and knife-carrying. However, there are many different criminal offences relating to knives. For example:

- it is an offence to threaten or cause harm to a person with a bladed weapon
- some bladed weapons are prohibited from being sold or purchased, including to anyone under the age of 18
- offences such as robbery or assault can be aggravated if a knife is involved
- it is also an offence to carry a knife in a public place without good reason

In April 2018 the government published its Serious Violence Strategy in response to increases in knife crime, gun crime and homicide across England. Action in the strategy is focused on 4 main themes:

- tackling county lines and misuse of drugs
- early intervention and prevention
- supporting communities and local partnerships
- law enforcement and the criminal justice response

The strategy has a call to action to partners, including education, from across different sectors to come together in a multi-agency public health approach to tackling and preventing serious violence at a local level.

26. Upskirting

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

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SECTION C: CHILD PROTECTION PROCEDURES

Section C outlines some of the actions that schools, and safeguarding partners can and do take to safeguarding children who may need support following one or more issues outlined in Section B of this document. In addition, some of the actions covered in this section are to safeguard all children not just those who may be identified as 'vulnerable', e.g. site safety, teaching safeguarding and online safety.

27. Child Protection Plans & Conferences

A Child Protection plan may be written up following a child protection conference and are the responsibility of a local authority. The school may well assist in the formation of the plan and of course it's implementation. It sets out how a child can be kept safe, how things can be made better for the family and what support they will need. Children on a CP will need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Members of staff are likely to be asked to attend a child protection conference or other relevant core group meetings about an individual pupil and will need to have as much relevant updated information about the child as possible. A child protection conference will be held if it is considered that the child/children are suffering or at risk of significant harm.

All reports for a child protection conference should be prepared in advance of the meeting and will include information about the child's physical, emotional, intellectual development and wellbeing as well as relevant family related issues. This information will be shared with the parents/carers. Local arrangements will be applied by DSLs for supporting Safeguarding Partners around this aspect of safeguarding and further guidance on Child Protection Plans are available in Working Together to Safeguard Children (2018).

Arrangements for the keeping and passing on a Child Protection plan are included in 'Record keeping' in this document.

28. Child Safeguarding Practice Reviews (SPRs) (formerly Serious Case Reviews)

Serious Case Reviews (SCRs) were established under the Children Act (2004) to review cases where a child had died, and abuse or neglect was known or suspected. SCRs could additionally be carried out where a child had not died but had come to serious harm as a result of abuse or neglect. They aimed to establish learning for agencies and professionals to improve the way that they work together to safeguard children. A local safeguarding child board (LSCB) could commission a review for any case where it suspected anything could be learned to improve local practice.

Working Together to Safeguard Children (Department for Education, 2018) changed the structure of these reviews, now known as **Child Safeguarding Practice Reviews** (SPRs). Responsibility for learning lessons lies with a new national panel – the Child Safeguarding Practice Review Panel (the Panel) – and with local safeguarding partners.

The Panel and local partners help to identify serious child safeguarding cases that may raise issues of national importance. They commission a review that involves all practitioners who may be relevant or have information that will help to provide learning for future practice.

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29. Dealing with a disclosure

It can be very difficult for a child (or their friends) to open up about what's happened to them. They might be worried about the consequences or that nobody will believe them. They might've told someone before, and nothing was done to help them. Sometimes they might not know what's happening to them is abuse and struggle to share what they're feeling. Some children don't reveal they're being abused for a long time and some never tell anyone.

Staff must realise that when a child discloses that they are in a very privileged and important position. For one reason or another the child has chosen them to make the disclosure to. The child may not feel comfortable with anyone else, so it is important that the encounter goes well for the child, and the member of staff.

Schools will ensure all staff are trained to deal with a disclosure and there are some guiding principles which should be followed by all staff;

- **Listen carefully to what the child is saying –** staff should be patient and focus on what is being said. Staff should try not to express their own views and feelings, as if staff appear shocked or as if the child is not believed, it could make the child stop talking and take back what they've said.
- **Let them know they've done the right thing speaking up –** reassurance can make a big impact. If the child has kept the abuse a secret it can have a big impact knowing they've shared what's happened.
- **Tell them it's not their fault -** Abuse is never a child's fault. It's important they hear and know this.
- **Say you'll take them seriously –** The child may have kept the abuse secret because they were scared, they wouldn't be believed. Staff should make sure the child knows there is trust and that they will e listened to and supported.
- **Don't confront the alleged abuser -** Confronting the alleged abuser could make the situation worse for the child.
- **Explain what will happen next -** staff should never promise confidentiality but that other staff may need to know in order to support the child. This can be difficult for some children so careful handling of this must occur.
- **Report what the child has disclosed as soon as possible –** staff should report using in-school systems (DSL/My Concern etc.) as soon after being told about the abuse so that action can be taken quickly. It can be helpful for staff to take notes as soon after having spoken to the child and notes should be written verbatim. Depending on the nature of the disclosure it may be relevant to contact external agencies, e.g. police, social care etc. using local established communication systems. See relevant Annex section.

30. Handling Allegations against staff

SET and all schools within the trust will employ procedures to prevent people who pose risks to children from working in our schools by ensuring that all individuals working in any capacity have been subjected to safeguarding checks in line with the statutory guidance in KCSiE 2021 Part Four. However, we recognise the possibility that an adult may cause harm to a child and/or **may have behaved in a way that indicates** that they may not be suitable to work with children. Schools have in place procedures to react to any situation where this may be a concern, in line with KCSiE 2021 Part Four.

These procedures will be followed where it is alleged that anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;

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- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

In addition, schools will have processes in place to deal with, what are termed, 'low-level concerns' (including allegations) which do not meet the harm threshold set out above, e.g. being over friendly with children, using inappropriate sexualised, intimidating or offensive language, etc. Concerns may arise in several ways and from several sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

Staff will report any concerns, either from an allegation made by a child or concern from staff, to the Headteacher immediately, and if the concern is about the Headteacher, then to the Chair of the Academy Council or relevant SET central team member. This will include of course any adult within the school, including volunteers and supply staff. The Headteacher will then decide on further action including whether to contact the Local Authority Designated Officer (LADO), and follow procedures as laid out in KCSiE 2021 Part Four and from the local safeguarding partnership. Concerns staff may have about the proprietors, i.e. Trust, should be taken directly to the LADO.

It is also important for staff to **protecting themselves against allegations** of abuse. It is important for staff to adhere to relevant HR policies which will help protect them, e.g. Acceptable Use Policy (Use of IT), and Staff Code of Conduct.

Staff should seek to keep your personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be taken when working alone with children:

- work in a room where there is a glass panel in the door or leave the door open
- make sure that other adults visit the room occasionally
- avoid working in isolation with children unless thought has been given to safeguarding issues.
- never give out personal mobile phone numbers or private e-mail addresses
- do not give pupils lifts home (unless this has been specifically agreed by senior management and parents/carers)
- do not arrange to meet pupils outside of school activities
- never 'befriend' or chat to pupils on social network sites
- under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil or student even when the pupil/student is over the age of consent but under 18 years of age.

Any use of physical force or restraint against pupils/students will be carried out and documented in accordance with the relevant physical intervention policy. If it is necessary to use physical action to prevent a child from hurting themselves or other parents will be informed.

31. Handling Allegations of child on child abuse

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

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rituals. More details can be found in paragraph 15 in this document.

Part Five of KCSiE 2021 is dedicated to 'child on child sexual violence and sexual harassment' and outlines procedures schools may adopt to support all children in these cases and all schools must be and are familiar with this guidance, as well as the DfE Sexual violence and sexual harassment between children in schools and colleges (2021) Schools are aware that sexual abuse can occur between children both inside and outside school. Schools within SET will take a zero tolerance approach to sexual violence and sexual harassment.

The procedures for investigating and dealing with peer-on-peer sexual abuse are made clear to all staff through safeguarding training and the school's reporting procedures in line with KCSiE 2021. Regarding procedures dealing with peer on peer abuse other than sexual abuse, schools will use their internal mechanisms to investigate incidents between pupils and decide on relevant course of action.

32. Online Safety

SET Online Safety Policy outlines some of the actions taken by schools in protecting children from online risks as listed in part 23 of this document. In addition, as part of this process, SET schools have appropriate filters and monitoring systems in place. This is a combination of software in place that restricts 'unwanted' content being available on the school's internet system, i.e. 'filtering'. This can be done by blocking some websites, and/or identifying the use of keywords to ensure the content available to pupils in school is safe and appropriate. In addition, when issues are identified, key staff are informed via the software in place, and then act from a safeguarding perspective in identifying the pupil and ensuring they are safe, i.e. 'monitoring'. Schools consider the age range of their children, the number of children, how often they access the IT system and the proportionality of costs vs risks.

Schools have measures in place to ensure online safety is a priority such as;

- a planned online safety education curriculum taught to all pupils which includes; sharing nude and semi-nude images (formerly 'sexting') / cyber-bullying / grooming / radicalisation online / appropriate online behaviours
- relevant staff policies, including an 'acceptable Use Policy' ensuring staff are given guidance on using IT including personal use of social media
- awareness of how to report an online issue
- relevant staff training
- signposted online support for pupils and parents, e.g. CEOP

All staff are aware that any items that have capability for use of the Internet or the creation of digital images must be used by pupils under appropriate supervision. If any such item that belongs to a member of staff is brought onto the school site, it is the responsibility of that staff member to ensure that these items contain nothing of an inappropriate nature.

Any attempt by a pupil to contact staff (or vice versa) via such internet sites will immediately be reported to the Headteacher or DSL in order that appropriate advice can be given to the pupil and their parents/carers regarding professional boundaries and the safety of the pupil.

These systems are reviewed regularly.

33. Prevent Duty & Channel

As mentioned in part 24 of this document, the national initiative to safeguard people from radicalisation is Prevent and referrals of cases occurs through the Channel Programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people by;

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- identifying individuals at risk
- assessing the nature and extent of that risk
- developing the most appropriate support plan for the individuals concerned

Each local authority is responsible for having Channel as one of their services to which anyone can make a referral including family members, and a wide range of services. Each referral is screened for suitability undertaken by the local authority and if deemed appropriate, further action will occur including communication and consent with the individual to initiate a Panel. The Panel will then decide what, if any, support is needed to protect the individual. Each LA will have their own systems and forms for referrals.

All SET schools will have a 'single point of contact'/identified member of staff where concerns can be reported to. This is usually the DSL. Staff must be vigilant of the signs and risk factors associated with radicalisation listed in part 24 and will raise concerns as appropriate. Following a concern being raised the SPOC/DSL will assess the risk and act accordingly.

Additional measures are also in place in schools to prevent radicalisation such as;

- Ensuring that clear protocols are in place so that any visiting speakers are suitable and appropriately supervised within school.
- Ensuring that fundamental British values are promoted within the curriculum and extra-curricular activities and reflected in the general conduct of the school.
- Training key staff to give them the knowledge and confidence to identify children at risk of being drawn into terrorism and challenge extremist ideas. Staff know where and how to refer children and young people for further help.

34. Record keeping

SET schools will keep and maintain up-to-date information on pupils on the school roll, including where appropriate child protection records which are kept confidentially and securely and are separate from general pupil records until the child's 25th birthday. When a pupil transfers to another institution, child protection information will be copied and sent independently of other information to any new school / college whilst the child is still under 18 years old. Leaders must ensure that a receipt of delivery is provided by the next school or college.

SET schools must take into account policies regarding the General Data Protection Regulations (GDPR).

35. Reporting a Concern/Making a Referral

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely. Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously. Depending on the nature of the concern, the DSL (possibly in consultation with senior leaders) will decide on course of action. In addition, schools must know how and to whom external referrals should be made.

Schools will have an **'in-house' referral system** where staff report concerns to the DSL and record appropriately. All SET schools have electronic recording systems, such as My Concern/CPOMS, where all staff raising a concern record details. In addition, it may well be

appropriate for staff to also physically see the DSL (DDSL or anyone acting in absence of DSL) asap to report the issue, and where a member of staff in unsure about the 'level' of seriousness of an issue, they must always inform the DSL asap. The DSL will then assess entries on the system and act accordingly. Steps should be as follows;

- Staff report concern to DSL in person (or equivalent internal system)
- Record the concern using the school's safeguarding recording system.
- If the concern is about the DSL then the Headteacher or Regional Director should be informed.
- Report to the police (via DSL if appropriate) where they discover either through disclosure or visual evidence, incidents of female genital mutilation (FGM)
- Be prepared to support the DSL in any action to be taken in support of a pupil(s)

Following a report of a concern, the DSL (possibly in consultation with the Headteacher) may **refer the issue on to an external agency**. Such referrals may include;

- to Channel following concerns around radicalisation of a pupil
- to social care where a child is deemed to be 'in need'
- referral to police for an issue around
- referral to the DBS/TRA following a substantiated allegation against an adult/teacher
- referral to the LADO following an allegation against a member of staff, volunteer, supply staff or other adult

Working Together to Safeguard Children 2018 pages 31 to 54 set out the steps that practitioners should take when working together to assess and provide services for children who may be in need, including those suffering harm. The flow charts cover:

- the referral process into local authority children's social care
- immediate protection for children at risk of significant harm
- the process for determining next steps for a child who has been assessed as being 'in need'

DSLs must be aware as to the local levels of threshold and referral systems within their local authority. These are detailed in Annexes section of this document. In addition, guidance as to when to call the police (NSPCC) is important for DSLs to be aware of.

36. Safer Recruitment

SET's recruitment and selection policies and procedures adhere to the guidance set out in Part Three of KCSiE 2021. At the heart of excellent practice in safer recruitment is the maintenance of a single central record (SCR). Each school will have its own SCR and the headteacher is responsible for ensuring the SCR is compliant. The academy council will quality assure the SCR regularly throughout the year, as will a member of SET's Central Team.

At least one member of each recruitment panel must have undertaken safer recruitment training. It is the responsibility of the Academy Council to ensure that this requirement is fulfilled.

37. Site Safety

Effective safeguarding measures also include ensuring the physical site of our schools are safe for our pupils and staff. To that extent extensive Health & Safety policies are in place and adhered to. This includes regular checks of perimeter fences, adequate pupil supervision during the school day including social times, appropriate risk assessments, and clear processes for the management of site safety.

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38. Staff Training, Induction and Supervision

To adequately implement safeguarding practices, it is important that all staff have appropriate training in this area. Whole staff training on basic child protection and safeguarding takes place every three years. In addition, all staff are involved in a continuous programme of safeguarding training both online and face to face throughout each year. The DSL also communicates updates to staff continuously throughout the year either by regular training or briefings on particular safeguarding issues.

Volunteers and supply staff likewise receive appropriate safeguarding training and information relevant to their roles within school. All new staff follow a comprehensive induction programme which includes safeguarding training and understanding of all school systems.

In addition, all staff must read Part One of the current Keeping Children Safe in Education document and sign a declaration that they have indeed read it and will follow relevant guidelines. School leaders including Academy Council must read Parts One and Two.

The Headteacher will ensure that there is a written code of conduct in place for staff, including volunteers and supply staff, which staff must adhere to.

The DSL and Deputies will receive refresher training every two years as well as further training at the appropriate level and above on specific matters such as, issues relating to special educational needs and disability, online safety and prevention of radicalisation. DSLs and key staff who deal with safeguarding issues also receive '**supervision**' which is dedicated time to support and develop them in their roles as well as support them emotionally. Academy Council Safeguarding Leads are in place and will also receive appropriate training.

39. Teaching Safeguarding

All pupils have access to an appropriate curriculum, differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.

Relationship & Health Education (Primary RHE curriculum) and Sex, Relationship & Health Education (Secondary SRHE curriculum) (including PHSE), and Religious Education lessons will provide opportunities for pupils to discuss and debate a range of subjects. These include for primary children aspects such as, caring and respectful relationships, online relationships, mental well-being, and physical health and fitness. Secondary schools will in addition study about intimate and sexual relationships, including sexual health. All pupils will be taught about safeguarding, including online safety and how to keep themselves safe in a range of situations. Safeguarding is also taught across many other aspects of the school formal and informal curriculum, e.g. IT lessons and assemblies.

All pupils will be taught about the systems in school for keeping them safe and as a result, will know there are adults in school whom they can approach in confidence if they are in difficulty or feeling worried, and that their concerns will be taken seriously and treated with respect.

40. Whistleblowing

SET is committed to the highest standards of openness, probity and accountability; and to safeguarding the public resources for which it is responsible. We always expect all its staff and representatives to operate honestly and with integrity. Misconduct or wrongdoing will not be tolerated. SET actively encourages its staff and other stakeholders to offer constructive advice and criticism and to speak up, or "blow the whistle" if they genuinely think something is wrong. The Whistleblowing Policy and procedure applies to all colleagues. In regard to safeguarding, if

an employee suspects wrongdoing at work in regards to any actions to safeguarding practice, they should report to appropriate person, e.g. DSL, Headteacher, Chair of Academy Council or LADO depending on nature of concern.

41. Working with others inc. Parents and Multi-Agencies

SET schools will develop and maintain effective links with other relevant agencies and work with these agencies to ensure that the welfare of pupils is promoted and that they are protected from harm. Inter-agency working in each school must reflect the arrangements of the three local safeguarding partners (LA, Health and the Police).

The schools will notify the allocated social worker/social care if:

- It has been agreed as part of the any child protection plan or core group plan.
- A child is subject to a child protection plan is to be permanently excluded.
- There is an unexplained absence of a pupil who is subject to a child protection plan.
- If a child is under **private fostering** arrangements.
- Any other reason cited within KCSiE 2021.

SET's approach to working with parents/carers is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child and schools will ensure that they have at least **two emergency contact details for each child**. Parents and carers should be given the opportunity to address any concerns raised.

Parents and carers will be informed if a referral is to be made multi- agency referral teams or any other agency.

Parents/carers will not be informed if it is believed that by doing so would put the child at risk. In such cases the Designated Safeguarding Lead or Headteacher will seek advice from their local safeguarding partners.

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SECTION D: ANNEXES

ANNEX A: School details and Personnel

Name	Role	Contact details
Sara Ainsworth	Headteacher	Head.brookfields@halton.gov.uk 01514244329
Sara Ainsworth	Designated Safeguarding Lead (DSL)	Head.brookfields@halton.gov.uk 01514244329
Harry Dineley	Deputy Designated Safeguarding Lead	Deputyhead.brookfields@halton.gov.uk 01514244329
Louise Green	Deputy Designated Safeguarding Lead	louise.green@brookfields.halton.sch.uk 01514244329
Clare Williams	Academy Council Safeguarding Lead	chair.governor@brookfields.halton.sch.uk

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ANNEX B: Local Safeguarding Partners

SET schools are currently across eight local authorities as listed below. Further information about contacts and support our school may use is listed.

Local Authority	Safeguarding Partnership	Telephone No.
Birmingham	Birmingham Safeguarding Children Partnership	0121 464 2612
Bury	Bury Integrated Safeguarding Partnership	0161 253 6153
Derby	Derby & Derbyshire Safeguarding Children Partnership	01332 642 351
Halton	Halton Children and Young People Safeguarding Partnership	0151 511 7722
Staffordshire	Staffordshire Safeguarding Board	01785 277 151
Stoke-on-Trent	Stoke-on-Trent Safeguarding Children Board	n/a
Wigan	Wigan Safeguarding Children Board	n/a
Wolverhampton	Wolverhampton Safeguarding Together	01902 550 477

Local Agency details and contact information:

Agency	Details
ICART (Contact and referral team)	**0151 511 7722**
Halton Children and Young People Safeguarding Partnership	**https://www.proceduresonline.com/pancheshire/halton/index.html**
https://children.haltonsafeguarding.co.uk/docs/L	safeguarding.unit@halton.gcsx.gov.uk

ADOConsultationForm.doc Safeguarding Unit admin number	0151 511 7717
Sharon Williams (Virtual School Headteacher)	01515117391 Sharon.williams@halton.gov.uk
Susan Paine (SEN Team Halton) Eileen Picton (SEN Team Halton)	0151 5117191 0151 5117461

ANNEX C: Referral Procedures

- All safeguarding concerns should be recorded on the CPOMS recording system. Staff making records will ensure that they clearly distinguish between fact and opinion and whether the information is 1st or 2nd hand. Records will clearly evidence the voice of the child and will always be written contemporaneously.
- Records will be maintained by the Designated Safeguarding Lead and Deputy Leads through the CPOMS system.
- All members of staff have a legal duty to report any disclosure, allegation or suspicion of abuse, to the Designated Safeguarding Lead or, in their absence, their Deputy. This must be done immediately following the disclosure or suspicion is made or arises. The information should be recorded on CPOMS, which will be stored in the child's confidential electronic file.
- The Designated Safeguarding Lead or Deputy has a duty to make a referral to Children's Social Care, whenever there is reason to suspect that a child is suffering, or likely to suffer, significant harm. Where a professional disagreement occurs between workers when working with children and families, the HCYPSP Escalation Policy should be referred to.
- Parents will be informed of any referrals made to Children's Social Care and consent will be gained. Parents will not be contacted when this would put the child at increased risk of significant harm (e.g. in cases of suspected Fabricated or Induced Illness, Sexual Abuse where a family member is the suspected perpetrator or Forced Marriage). Any decision not to inform parents/carers should be recorded on the Children's Social Care referral form with the reasons for such a decision and a copy should be kept in the Child Protection File for that child.
- The Designated Safeguarding Lead or Deputy may contact Children's Social Care for advice, if unsure as to whether a referral is appropriate.
- The welfare of the child/children concerned, including the welfare of any other children who may be at risk, must always take precedence over confidentiality.
- **https://www.proceduresonline.com/pancheshire/halton/p_referrals.html this section on the Halton Children and Young People Safeguarding Partnership contains all the referral information and referral form to be submitted to ICART.**
- **For information about the Assessment process visit https://www.proceduresonline.com/pancheshire/halton/p_assessment.html**

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ANNEX D: Supporting Documents

Submitting Professional Challenge Cases for escalation and resolution to HCYPSP.
In July 2021 Halton updated their guidance, which sets out the process to be followed when resolving inter-agency professional challenges when working with children and families. The policy and escalation document can be found by following this link.
https://www.proceduresonline.com/pancheshire/halton/p_escalation_pol.html

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Shaw Education Trust

We believe, you achieve

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