PDET

Safeguarding / Child Protection Policy Appendices

NB - these appendices form part of the Safeguarding / Child Protection Policy and **must be read with it** but, for ease of reference, they have been put into this separate document. The appendices contain **important** information in relation to the following:

- Abuse and Neglect
- Specific Safeguarding issues (*including Child-on-Child Sexual Harassment and Sexual Violence and Harmful Sexual Behaviour (HSB)*)
- Roles & Responsibilities:
  - DSL
  - Directors
  - Headteacher
- Additional Advice and Support (resources and guidance)

References in the Appendices to '***the Policy***' are to the Trust's Safeguarding / Child Protection Policy

Date	Revision & Amendment Details	By Whom
July 2025	Updated in line with KCSIE 2025 and approved	Board of Directors
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Appendix A - Abuse and Neglect and Specific Safeguarding Issues

Appendix A1 - Understanding and Identifying Abuse and Neglect

Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

Physical Abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (e.g., rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The **sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of the school's policy and procedures for dealing with it –** see *Child-on-Child Sexual Harassment and Sexual Violence* ***in Appendix A2***.

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include verbal abuse, such as persistent criticism, belittling, or name calling, as well as not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning

or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development.

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child.

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

Neglect

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

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

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child.

It is important that practitioners remain alert and do not miss opportunities to take timely action. Neglect is not always straightforward to identify.

Appendix A2 – Specific Safeguarding Issues

This appendix contains definitions and information in relation to the various specific safeguarding issues listed below and the actions and process to follow in such cases.

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Breast Flattening / Ironing

Definitions and Information

Breast flattening, also known as breast ironing, is the process during which young pubescent girls' breasts are ironed, massaged, flattened and / or pounded down over a period of time (ranging from a few weeks to years) in order for the breasts to disappear or delay the development of the breasts entirely. In some families, large stones, a hammer or spatula that has been heated over hot coals can be used to compress the breast tissue. Other families may opt to use an elastic belt or binder to press the breasts to prevent them from growing. Breast flattening usually starts with the first signs of puberty and is usually carried out by female relatives.

It should also be acknowledged that some adolescent girls and boys may choose to bind their breast using constrictive material due to gender transformation or questioning their identity, and this may also cause health problems.

In many cases, the abuser thinks they are doing something good for the girl by delaying the effects of puberty and the practice is designed to:

- Prevent pregnancy and rape
- Make teenage girls look less "womanly" and no-longer sexually attractive to men
- Enable the girl to continue her education
- Prevent dishonour being brought upon the family if the girl begins sexual relations outside of marriage
- Prevent early marriage
- Deter unwanted attention.

There has not been extensive research done on breast flattening and the few studies that have been carried out indicate that the practice occurs predominantly in Cameroon. Other countries include: Togo, Chad, Kenya, Guinea Bissau, South Africa, Cote d'Ivoire, Benin and Zimbabwe.

Further information can be found in the DfE leaflet available from: *www.nationalfgmcentre.org.uk.*

Child Abduction and Community Safety Incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: *www.actionagainstabduction.org* and *www.clevernevergoes.org*.

Child-on-Child Abuse (including Harassment and Violence)

Child-on-child abuse will **not be tolerated in our Trust** and individuals (victims, perpetrators etc.) will be supported.

All staff working with children should maintain an attitude of **'it could happen here'**

Definitions and Information

Children can abuse other children (often referred to as child-on-child abuse) and it can take many forms. It can happen both inside and outside of school and online.

Child-on-child 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 children (sometimes known as 'teenage relationship abuse')
- 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)
- Serious physical assault and harm, or the threat of harm with a weapon
- Sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and / or encourages sexual violence)
- Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual making or sharing of nudes and semi-nudes
- Upskirting (which is a criminal offence) which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm, and
- Initiation / hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Actions / Process

All staff should:

- Be aware that children can abuse other children as stated above
- Maintain an attitude of '**it could happen here'**, which is especially important when considering child-on-child abuse
- Be aware that child-on-child abuse is a is a safeguarding issue for both the victim and alleged perpetrator
- Be clear as to the school's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it
- Be able to recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports. They should understand that even if there are no reports in their school it does not mean it is not happening, it may be the case that abuse is not being reported. As such it is **important that when staff have any concerns regarding child-on-child abuse (whether these concerns are thought to have taken place on or off site) they should speak to their DSL (or DDSL).** As part of this, schools should also try to be alert to when children might be at highest risk around the school day (for example immediately after school).

- As well as knowing how to respond to concerns, know that child-on-child abuse is preventable. Also, as well as knowing how to recognise behaviours and indicators of risk early, staff should know that timely, evidence-based support can be key to preventing children from going on to commit abuse or violence.

Inappropriate Behaviour

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and / or violent behaviour in the future. **It is essential that all staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature, many of which are listed in this appendix. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, misogyny, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.**

All staff should know that incidents must be referred to the DSL (or DDSL) for appropriate support and intervention to be put into place. This is especially important where the alleged behaviour:

- Is serious and potentially a criminal offence
- Could put children in the school at risk
- Is violent
- Involves children being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting).

If one child causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the children concerned or
- Whether the perpetrator has repeatedly tried to harm one or more other children or
- Whether there are concerns about the intention of the alleged perpetrator.

Minimising Child-on-Child Abuse

The school tries to minimise incidents of child-on-child abuse by:

- Providing a developmentally appropriate PSHE and RSHE curriculum which develops children to understand acceptable behaviour and keeping themselves safe
- Having systems in place for any child to raise concerns with staff, knowing that they will be listened to, believed and valued
- Developing robust risk assessments where appropriate
- Having relevant policies in place (e.g. *Behaviour Policy*).

Further details of what the school does, including its systems for children to report child-on-child abuse, recording, investigating and dealing with allegations of child-on-child abuse and how victims, perpetrators and any other children affected by it will be supported, can be found in the ***School Specific Details in the Policy.***

Victims and Perpetrators

Staff are alert to the possibility that a child who has harmed another may well also be a victim. However, the interests of the identified victim must always be the paramount consideration and staff are alert to the fact that there is likely to be a risk to children other than the current victim.

Evidence suggests that children who abuse others may have suffered considerable disruption in their lives, been exposed to violence within the family, may have witnessed or been subject to physical or sexual abuse, have problems in their educational development and may have committed other offences. Such children are likely to be children in need and some will, in addition, be suffering, or at risk of suffering, significant harm and may themselves be in need of protection.

Children who abuse others should be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others.

Staff are also aware of possible cases of sexual harassment or sexual violence between children and more detail about this is set out below.

Child on Child Sexual Harassment and Sexual Violence including Harmful Sexual Behaviour (HSB)

All staff working with children should maintain an attitude of **'it could happen here'**

Information

Understanding Harmful Sexual Behaviour (HSB), Sexual Harassment and Sexual Violence

HSB can occur:

- Between two or more children of **any age and sex**
- Through a group of children towards a single child or towards another group of children
- Online or face to face (both physically and verbally), and

is **never acceptable.**

HSB exists on a continuum and may escalate into sexual harassment or sexual violence.

Schools should be aware of the importance of:

- Making clear that there is a **zero-tolerance** approach to sexual harassment and sexual violence, and that both are **never acceptable**, and it will **not be tolerated**. It should **never** be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". Failure to do so can lead to a culture of unacceptable behaviour, misogyny, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it
- Recognising, acknowledging, and understanding the scale of HSB, sexual harassment and sexual violence and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported
- Recognising the escalatory nature of misogyny and the benefits of early identification to support their approach to minimising the risk of HSB, sexual harassment and sexual violence

- Challenging behaviours potentially criminal in nature such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them, and
- Taking a safeguarding approach in response to all incidents involving the sharing of nude or semi-nude images, regardless of whether they are consensual or non-consensual. All such incidents require a safeguarding response, with a proportionate approach that considers the age, development, and circumstances of the children involved, as well as any elements of coercion, exploitation or vulnerability.

Children who are victims of HSB, sexual harassment or sexual violence wherever it happens, may find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

Ultimately, it is essential that **all** victims are reassured that they are being taken seriously and that they will be supported and kept safe.

Whilst **any** report of HSB, sexual harassment or sexual violence should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual harassment and sexual violence and more likely it will be perpetrated by boys. Staff should also be aware that children with disabilities are also 3 times more likely to be abused than their peers.

Harmful Sexual Behaviour (HSB)

Definitions and Information

The umbrella term 'harmful sexual behaviour' (HSB) is widely used in child protection and applies to **behaviour occurring online, face-to-face, or both**. HSB should always be considered within a child protection context.

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive or violent. Behaviour that is problematic, abusive or violent is developmentally inappropriate and may cause developmental damage.

When assessing HSB, the ages and developmental stage of the children involved is critical. Sexual behaviour between children may be considered harmful if there is a significant age difference, typically more than two years' difference or if one is pre-pubescent and the other is not. However, a younger child may also abuse an older child, especially if they have power over them, e.g. due to a disability or physical size. Advice on responding to children who display sexualised behavior is available in *Responding to children who display sexualised behaviour*. For links to confidential specialist support – **see *Appendix C***.

In order for there to be effective safeguarding practice the DSL (and DDSL) should have a good understanding of HSB.

HSB **can**, in some cases, progress on a continuum. Early intervention in inappropriate behaviour such as misogyny can help to prevent escalation to more serious abuse such as sexual harassment and sexual violence. Children who display HSB have often experienced their own abuse and trauma. It is important that they are offered appropriate support.

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What is Sexual Harassment and Sexual Violence?

Definitions

Sexual Harassment

Sexual harassment refers to 'unwanted conduct of a sexual nature' which can occur both online and offline and inside and outside of school. Reference to sexual harassment in this context is specifically to child-on-child sexual harassment. Such behaviour can violate a child's dignity, make them feel intimidated, degraded or humiliated and create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, examples of sexual harassment can include:

- Sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothing or appearance and using sexualised names
- Sexual "jokes" or taunting
- Physical behaviour, such as deliberately brushing against someone or interfering with someone's clothes. Schools should be assessing when such behaviour crosses into sexual violence - it is important to talk to and consider the experience of the victim

- Displaying pictures, photos or drawings of a sexual nature
- Upskirting (this is a criminal offence), and
- Online sexual harassment, which may occur independently, or as a broader pattern of sexual harassment and / or sexual violence. This may include:
  - consensual and non-consensual making or sharing of nudes or semi-nudes. *UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people* provides detailed advice for schools
  - sharing of unwanted explicit content
  - sexualised online bullying
  - unwanted sexual comments and messages, including, on social media
  - sexual exploitation; coercion and threats, and
  - coercing others into sharing images of themselves or performing acts they're not comfortable with online.

It is important that schools consider sexual harassment in broad terms. If left unchallenged, it can foster a culture that normalises inappropriate behaviour and increases the risk of leading to sexual violence.

Sexual Violence

It is important that schools are aware that child-on-child sexual violence can and does occur **both inside and outside of school**. When referring to sexual violence in this section, it is in the context of child-on-child sexual violence.

When referring to sexual violence the reference is to sexual offences under the Sexual Offences Act 2003 as described below:

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

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

Sexual Assault:
A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (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. (NB - this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

What is Consent?
Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone

consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- 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.

For further guidance refer to: *Rape Crisis England & Wales – Sexual consent*

Actions / Process

1. Preventing Abuse

Effective safeguarding is demonstrated when schools are clear, in advance, about what local processes are in place and available support for incidents involving HSB, sexual harassment or sexual violence. It is important to review this information on a regular basis to ensure it is up to date. As such:

- If required, the DSL (or DDSL) should discuss the local response with police and local authority children's social care to inform the school's policies (particularly the ***School Specific Details*** section of ***the Policy***) and response, and
- The DSL (and the DDSL) should be familiar with local specialist support services for all children involved (including victims and alleged perpetrators) and know how to access them when needed. Further details on specialist support and interventions can be found in ***Appendix C***.

2. What Schools need to know in advance of Responding to Reports of HSB, Sexual Harassment and / or Sexual Violence

Schools should have clear, well-promoted and accessible systems that, enable children to confidently report abuse, knowing their concerns will be taken seriously – ***see School Specific Details*** section of ***the Policy.***

Reports of HSB, sexual harassment and sexual violence are likely to be complex and may require swift difficult professional decisions to be made. To respond to reports effectively, schools should invest in pre-planning, effective staff training and robust safeguarding policies, which will provide schools with the foundation for a calm, and considered approach when incidents arise.

Schools will contribute to multi-agency working in line with the statutory guidance *Working Together to Safeguard Children.*

Part five of KCSIE provides principles of effective safeguarding practice and principles for schools to consider in their decision-making process (and this is the information included in this section of the appendices) but states that *'Ultimately, any decisions are for the school or college to make on a case-by-case basis, led by the designated safeguarding lead (or a deputy) using their professional judgement, supported by external agencies, such as local authority children's social care and the police as needed'.* The guidance also provides case studies illustrating possible responses to incidents. They are not prescriptive but offer an insight into the range of options that are available to respond to these reports.

2.1 Support for Schools

Local authority children's social care and **the police** are key partners, especially where a crime may have been committed. Referrals to the police often follow a referral to local authority children's social care. The DSL (or DDSL) should lead the school response and should be familiar with the local referral process. For more on police referrals see the section below on "Reporting to the Police" – page 19/20.

The following resources may be helpful:

- **National Crime Agency's** ***CEOP Safety Centre*** offers support and reporting mechanisms for online sexual abuse
- ***NSPCC*** helpline provides expert advice for professionals via 0808 800 5000 or help@nspcc.org.uk.
- *Rape Crisis* and *The Survivors Trust* provide specialist support for victims of sexual violence
- **The Anti-Bullying Alliance** provides guidance for schools on *Sexual and sexist bullying*.

Online incidents of HSB, sexual harassment and sexual violence can be complex, often involving widespread abuse or harm on multiple social media platforms and repeated victimisation. Support is available from:

- ***UK Safer Internet Centre*** provides an online safety helpline for professionals at 0344 381 4772 or helpline@saferinternet.org.uk
- **Childline / IWF** provides a free tool, *Report Remove* for children to report nude or sexual images and/or videos of themselves that they think might have been shared online
  UKCIS provides: *Advice for education settings working with children and young people* on handling reports of children sharing non-consensual self-generated intimate images and / or videos
- **National Crime Agency's** *CEOP Safety Centre* provides resources for professionals and parents and carers on protecting children and young people from online child sexual abuse
- **LGFL** provide education materials via *'Undressed'* on how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders.

Additional sources of support are listed in ***Appendix C***.

3. Responding to a Report of HSB, Sexual Harassment and / or Sexual Violence

3.1 The Immediate Response to a Report

Children may struggle to verbally disclose abuse. Instead, they may show signs or behave in ways that signal distress, hoping that adults will notice and react. Disclosures may come indirectly, for example, through a friend, an overheard conversation that suggests a child has been harmed, or noticeable changes to a child's own behaviour which may indicate that something is wrong. As stated in ***the Policy***, staff should **act immediately** on **any** concerns about a child's welfare, rather than wait to be told.

The way a school initially responds to a report from a child is incredibly important. A supportive and respectful response can empower victims to come forward, whilst a poor response may discourage further disclosures.

It is essential that **all** victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside the school environment should be treated with equal seriousness. Victims should never be made to feel that they are causing a problem by reporting or ever be made to feel ashamed for coming forward. Staff should explain that the law exists to protect children, not criminalise them, and should do so in such a way that is reassuring and avoids alarming or distressing them.

All staff should be trained to manage reports appropriately. While local policies (and training) will guide specific procedures, **best practice includes**:

- If possible, managing reports with two members of staff present (preferably one of them being the DSL or DDSL)
- Careful handling and management of reports that include an online element, including an awareness of guidance on *searching screening and confiscation advice* and *UKCIS Sharing nudes and semi-nudes: advice*

for education settings working with children and young people. **Staff should not view or forward illegal images of a child.** The above advice provides more details on what to do when viewing an image is unavoidable. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection

- Not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the DSL (or DDSL) or local authority children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to
- Recognising that a child is likely to disclose to someone they trust: this could be **anyone** within the school staff. Staff should recognise the significance of being chosen as a confidant and respond with empathy
- Recognising that an initial disclosure may not reflect the full extent of abuse and that trauma can impact memory meaning details may be affected
- Keeping in mind that certain children may face additional barriers to disclosure especially for children with vulnerabilities related to disability, sex, ethnicity or sexual orientation
- Listening carefully to the child, reflecting back, using the child's language, avoiding judgment, being clear about boundaries and how the report will be progressed, and asking only open-ended questions – such as where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was
- Considering the best way to record the report. Ideally staff should wait until the end of the conversation to write a detailed summary, allowing the staff member to give the child their full attention. If notes are taken during the report, especially when a second member of staff is present, care must be taken to remain engaged and not appear distracted. **It is essential a written record is made**
- Recording only what the child says, without interpretation or personal opinion. These notes may be used in statutory assessments and / or criminal investigations, and
- Informing the DSL (or DDSL), as soon as practically possible, if they were not present during the report.

3.2 Considering Confidentiality and Anonymity

3.2.1 Confidentiality

Staff should never promise confidentiality when receiving a report, as it is highly likely that it will be in the best interests of the victim to seek advice from others in order to provide support and engage appropriate agencies.

Only essential staff and agencies should be involved – those directly supporting the child/ren or participating in any investigation.

If a victim requests confidentiality, there are no easy or definitive answers. Even without consent to share, staff may share information if a legal basis under UK GDPR applies, such as the public task basis which allows sharing to fulfil a legal duty. Advice should be sought from the DSL (or DDSL), who should consider:

- Informing parents or carers, unless doing so increases the risk to the victim
- Referring to local authority children's social care if the child is at risk of harm, in immediate danger, or has been harmed, and
- Reporting crimes such as rape, assault by penetration or sexual assault to the police. Even if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.

Ultimately, the DSL (or DDSL) should balance the victim's wishes with the duty to protect them and other children.

If the DSL (or DDSL) does make a referral to local authority children's social care and / or a report to the police against the victim's wishes, it should be handled with care. The decision should be explained to the victim and appropriate specialist support offered.

Further guidance on confidentiality and information sharing is available from *Safeguarding Practitioners Information Sharing Advice* and *Multi-agency working and information sharing: learning from case reviews | NSPCC Learning.*

3.2.2 Anonymity

Where an allegation of sexual harassment or sexual violence is progressing through the criminal justice system, schools should understand the importance of anonymity, witness support, and the criminal process in general so they can offer support and act appropriately. Relevant information can be found in: *CPS: Safeguarding Children as Victims and Witnesses.*

As part of good safeguarding practice, schools should take reasonable steps to protect the anonymity of all children involved. Amongst other things, this includes carefully deciding, based on the nature of the report, which staff need to know about the report and what support that will be provided for the children involved.

Schools should also consider the potential impact of social media which can spread rumours and compromise victims' identities. Guidance on managing these risks is available in *Childnet's cyberbullying guidance* and also see paragraph on online incidents under '*Support for Schools*' above – page 13.

3.3 Risk and Needs Assessment

Following a report of **sexual violence**, the DSL (or DDSL) should carry out an **immediate** risk and needs assessment.

For a report of **sexual harassment**, the need for a risk assessment should be considered on a case-by-case basis.

The risk and needs assessment for a report of **sexual violence** should consider:

- The victim's safety and support needs
- Potential other victims
- The alleged perpetrator(s)
- The wider school community, including staff and children, and any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms, and
- The time and location of the incident, with steps to improve safety in that area.

Risk and needs assessments should be recorded on MyConcern, regularly reviewed and used to inform ongoing safeguarding decisions. At all times, the school should be actively considering the risks posed to all their children and put adequate measures in place to protect them and keep them safe.

The DSL (or DDSL) should engage with local authority children's social care and specialist services as needed. In cases of sexual violence, professional risk assessments by social workers or sexual violence specialists are likely to be required.

The school's risk assessment is not intended to replace the detailed assessments of expert professionals. Professional assessments should be used to inform the school's approach to supporting and protecting their children and updating their own risk assessment.

3.4 Action Following a Report of HSB, Sexual Harassment and / or Sexual Violence

3.4.1 What to Consider

HSB, sexual harassment and sexual violence can happen anywhere. All staff working with children should maintain an attitude of **'it could happen here'** and respond appropriately to **all** reports and concerns whether they occur online, offline, or outside of the school.

The DSL (or DDSL) is likely to have a complete safeguarding picture and should lead the initial response by the school considering:

- The victim's wishes regarding how they want to proceed. Victims should be given as much control as is reasonably possible regarding how an investigation will be progressed and what support they are offered, balanced against the school's duty to protect others
- The nature of the alleged incident(s), including whether a crime may have been committed and / or whether HSB was displayed
- The ages and developmental stages of the children involved
- Any power imbalance between the children such as differences in age, maturity or social status. Consider if the victim has a disability or learning difficulty
- Whether the alleged incident was isolated or part of a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- That sexual violence and sexual harassment can take place within intimate relationships between children
- The importance of understanding intrafamilial harm and support for siblings if needed
- Any ongoing risks to the victim, other children, adult students or school staff
- Wider contextual concerns, including links to child sexual exploitation (CSE) or child criminal exploitation (CCE).

Children Sharing a Classroom: Initial Considerations When the Report is Made

Any report of sexual harassment or sexual violence is likely to be traumatic for the victim. Victims should be taken seriously, supported and kept safe. They should never feel blamed, ashamed or made to feel that they are causing a problem by making a report.

Reports of rape and assault by penetration are especially serious, and likely to be especially difficult for the victim, and close proximity to the alleged perpetrator(s) is likely to be especially distressing. While the school establishes the facts and liaises with local authority children's social care and the police, the alleged perpetrator(s) **should** be removed from any shared classes with the victim. The school should also **carefully** consider how to maintain a reasonable physical separation between the victim and alleged perpetrator(s) across school premises including before or after school-based activities**,** and on transport to and from the school, where appropriate. These actions are in the best interests of all children involved and should not be perceived to be a judgment on the guilt of the alleged perpetrator(s).

For **other reports of sexual harassment and sexual violence**, decisions about shared classes, proximity on site, sharing school premises and school transport, should be considered immediately.

All initial responses should be carefully evaluated and reflect the considerations outlined in the *paragraph above on 'What to consider''*, including the victim's wishes, the nature of the allegations and the need to protect all children involved.

All staff should always act in the best interests of the child and follow general safeguarding principles. **Immediate** steps should be taken to support and protect the victim, the alleged perpetrator(s) and any other affected children.

3.5 Options to Manage the Report

It is important that the school considers every report of HSB, sexual harassment and sexual violence on a case-by-case basis as outlined above – see *'3.4.1 What to Consider'.*

When to inform the alleged perpetrator(s) should be carefully considered. If a referral to local authority children's social care and / or the police, is being made, then, as a general rule, the DSL (or DDSL) should consult with those agencies to determine next steps, including how and when to inform the alleged perpetrator(s) of the allegations. However, as per general safeguarding principles, the school should not delay taking immediate action to safeguard children.

There are **four common scenarios** for the school to consider when managing such reports.

The four scenarios are:

- **Manage Internally**
  - In some cases, such as one-off incidents of **HSB** or **sexual harassment**, it may be appropriate for the school to manage the situation internally, using the *behaviour policy* and providing pastoral support, without involving statutory services
  - Regardless of the response, the school should make clear that there is a **zero-tolerance** approach to sexual harassment and sexual violence, that it is never acceptable, and will not be tolerated
  - **ALL concerns, discussions, decisions and their rationale should be clearly recorded on MyConcern.**

- **Universal Services and Community Based Early Help Assessment**
  - In line with managing internally – see *1 above*, the school may decide that the children involved do not require referral to statutory services but may benefit from other support. Universal services and community based Early help play a crucial role in identifying emerging problems and providing support at an early stage. They are not an individual service, but a system of support delivered by local authorities and their partners working together and taking collective responsibility to provide the right provision in their area. This level of Early Help is provided through universal services and other voluntary and community services. This includes universal services such as education and health services, as well as support delivered through Best Start Family Hubs, youth services, after school clubs and housing provision. It is particularly important that the DSL (and DDSL) know what the local Early Help process is and how and where to access support
  - More information on community-based Early help is set out in the section on *pages 28 of the Policy* and in *Working Together to Safeguard Children*
  - Community based Early Help will work best when placed alongside strong school policies, preventative education and engagement with parents and carers
  - The school, as a relevant agency, should be part of discussions with statutory safeguarding partners to agree the levels for the different types of assessment and services to be commissioned and delivered, as part of the local arrangements. Safeguarding partners should publish a local threshold document which includes the process for the local community based Early Help assessment and the type and level of services to be provided, and DSLs (and DDSLs) will need to familiarise themselves with this document
  - Community based Early Help and the option to manage a report internally do not need to be mutually exclusive: a school could manage internally and seek early help for both the victim and alleged perpetrator(s)

- Whatever the response, it should be under-pinned by the principle that there is a **zero-tolerance** approach to sexual harassment and sexual violence, that it is never acceptable, and it will not be tolerated
- **ALL concerns, discussions, decisions and their rationale should be clearly recorded on MyConcern.**

- **Referrals to Family Help – including targeted Early Help and Local Authority Children's Social Care**
  - Some children and families may require more targeted support than that offered at the universal and community based Early Help level. *The Families First Partnership (FFP) Programme Guide* provides a toolkit to assist safeguarding partners set up effective Family Help models to identify children and families who would benefit from more targeted support through Family Help. Family Help here, means both targeted early help and support and services delivered under s.17 of the Children Act 1989
  - Targeted early help services delivered through Family Help are coordinated by a local authority and / or their partners to address specific concerns within a family. Examples of these include parenting support, mental health support, youth services, youth offending teams and housing and employment services. Targeted early help may be appropriate for children and families who have multiple and or complex needs. It is a voluntary approach, requiring the family's consent
  - Practitioners who begin working with families at the targeted early help stage can continue to lead work with families if the child is later assessed to be a child in need as defined by Section 17 of the Children Act 1989
  - Where a child has been harmed, is at risk of harm, or is in immediate danger, schools should make a referral to local authority children's social care
  - At the point of referral to local authority children's social care, schools will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of local authority children's social care
  - If a referral is made, local authority children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services
  - Where statutory assessments are appropriate, the school (especially the DSL or DDSL) should be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator(s) and any other children that require support
  - Schools should not wait for the outcome (or even the start) of a local authority children's social care investigation before protecting the victim and other children in the school. It will be important for the DSL (or DDSL) to work closely with local authority children's social care (and other agencies as required) to ensure any actions the school takes do not jeopardise a statutory investigation. The risk and needs assessment as above will help inform any decision. Consideration of safeguarding the victim, alleged perpetrator(s), any other children directly involved in the safeguarding report, and all children at the school should be **immediate**
  - In some cases, local authority children's social care will review the evidence and decide that a statutory intervention is not appropriate. The school (generally led by the DSL or DDSL) should be prepared to refer again if they believe the child remains in immediate danger or at risk of harm or if circumstances change. If a statutory assessment is not appropriate, the DSL (or DDSL) should consider other support mechanisms such as Family Help, specialist support and pastoral support
  - Whatever the response, it should be under-pinned by the principle that there is a **zero-tolerance** approach to sexual harassment and sexual violence, that it is never acceptable, and it will not be tolerated
  - **ALL concerns, discussions, decisions and their rationale should be clearly recorded on MyConcern.**

- **Reporting to the Police**
  - Any report to the police will generally be in parallel with a referral to local authority children's social care (as above)

- It is important that the DSL (and DDSL) are clear about the local process for referrals and follow that process – *see section on Referrals for statutory services on page 25 - 28 of the Policy*
- Where a report of rape, assault by penetration or sexual assault is made, the starting point is that this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator(s) is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach. The following advice may help schools decide when to engage the Police and what to expect of them when they do: *When to call the police*
- Where a report has been made to the police, the school should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator(s) and their parents or carers. They should also discuss the best way to protect the victim and their anonymity
- At this stage, the school will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school is supporting the child in any decision they take. This should be with the support of local authority children's social care and any appropriate specialist agencies
- All police forces in England have specialist units that investigate child abuse. The names and structures of these units are matters for local forces. It will be important that the DSL (and DDSL) are aware of their local arrangements
- In some cases, it may become clear very quickly that the police (for whatever reason) will not take further action. In such circumstances, it is important that the school continues to engage with specialist support for the victim and alleged perpetrator(s) as required
- Whilst protecting children and / or taking any disciplinary measures against the alleged perpetrator(s), it will be important for the DSL (or DDSL) to work closely with the police (and other agencies as required), to ensure any actions the school take do not jeopardise the police investigation
- If the school has questions about the investigation, they should ask the police. The police will help and support the school as much as they can (within the constraints of any legal restrictions)
- Whatever the response, it should be under-pinned by the principle that there is a **zero-tolerance** approach to sexual harassment and sexual violence, that it is never acceptable, and it will not be tolerated
- **ALL concerns, discussions, decisions and their rationale should be clearly recorded on MyConcern.**

3.5.1 Considering Bail Conditions

- The police will consider what action to take to manage the assessed risk of harm. This could involve the use of police bail with conditions prior to a suspect appearing in court, or court bail with or without conditions after the first appearance
- Alternatively, the person suspected of an offence could be 'released under investigation' (RUI). People released under RUI will not necessarily have conditions attached to their release from custody and it is possible for a person on bail also to have no conditions
- Whatever arrangements are in place, the school will need to consider what additional measures may be necessary to manage any assessed risk of harm that may arise within the school
- Particular regard should be given to the additional stress and trauma that might be caused to a victim within the school; the potential for the suspected person to intimidate the victim or a witness; the need to ensure that any risk management measures strike a balance between management of risk and the rights of an un-convicted person (e.g. rights to privacy, family life, etc.)
- Careful liaison with the police investigators should help to develop a balanced set of arrangements.

3.5.2 Managing any Delays in the Criminal Process

There may be delays in any case that is being progressed through the criminal justice system. Schools should **not wait** for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator(s) and other children in the school. The risk and needs assessment as referred to above will help inform any decision.

Considering any disciplinary action against the alleged perpetrator(s) whilst an investigation is ongoing is discussed below in the alleged perpetrator(s) section.

Whilst protecting children and / or taking any disciplinary measures against the alleged perpetrator(s), it will be important for the DSL (or DDSL) to work closely with the police (and other agencies as required), to ensure any actions the school takes do not jeopardise the police investigation.

If schools have questions about the investigation, they should ask the police. The police will help and support the school as much as they can (within the constraints of any legal restrictions).

3.5.3 The End of the Criminal Process

- If a child is convicted or receives a caution for a sexual offence, the school should update its risk and needs assessment, ensure relevant protections are in place for all the children at the school and, consider any suitable action in line with their behaviour policy. This process should include a review of the necessary actions to keep all parties safe and meet their needs. If the perpetrator(s) remains in the same school as the victim, the school should be very clear as to their expectations regarding the perpetrator(s) now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions the school thinks are reasonable and proportionate with regard to the lesson timetable of the perpetrator(s)
- Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other children in the school. It will be important that the school ensures both the victim and perpetrator(s) remain protected, especially from any bullying or harassment (including online)
- If a case results in “no further action” by the police or Crown Prosecution Service, or a not guilty verdict, the school should continue supporting both the victim and the alleged perpetrator(s) for as long as is necessary. These outcomes will likely be traumatic for the victim. The fact that an allegation cannot be substantiated or was withdrawn does not necessarily mean that it was unfounded. Schools should discuss any decisions with the victim in this light and continue to offer support. The alleged perpetrator(s) is / are also likely to require ongoing support for what will have likely been a difficult experience.

3.6 Unsubstantiated, Unfounded, False or Malicious Reports

As previously stated, **all concerns, discussions, decisions, and their rationale, should be clearly recorded on MyConcern.**

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified, and addressed.

If a report is found to be unsubstantiated, unfounded, false or malicious, the DSL (or DDSL) should consider whether the child and / or the person making the allegation needs support or may have been abused by someone else, and this was a cry for help. If so, a referral to local authority children’s social care may be appropriate.

If a report is proven to be deliberately false or malicious, the school should consider any disciplinary action against the individual, in line with their own behaviour policy.

4. Ongoing Response

4.1 Safeguarding and Supporting the Victim

The following principles are based on effective safeguarding practice and should guide any decisions regarding safeguarding and supporting the victim:

- The needs and wishes of the victim should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the

victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that the school is a safe space for them

- Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. Schools should be aware that, by the very nature of sexual harassment and sexual violence, a power imbalance is likely to have been created between the victim and alleged perpetrator(s)
- The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report
- Consider the proportionality of the response. Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape
- Schools should be aware that sexual assault can result in a range of health needs, including physical, mental, and sexual health problems and unwanted pregnancy. Children and young people that have a health need arising from sexual assault or abuse can access specialist NHS support from a Sexual Assault Referral Centre (SARC). SARCs offer confidential and non-judgmental support to victims and survivors of sexual assault and abuse. They provide medical, practical, and emotional care and advice to all children and adults, regardless of when the incident occurred, and
- It will be important in all scenarios that decisions and actions are regularly reviewed and that relevant policies are updated to reflect lessons learnt. It is particularly important to look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, the school should decide on a course of action. Consideration should be given as to whether there are wider cultural issues within the school that enabled the inappropriate behaviour to occur and where appropriate extra teaching time and / or staff training could be delivered to minimise the risk of it happening again
- Support can include:
  - Family help and local authority children's social care as set out in ***the Policy***
  - Children and Young People's Independent Sexual Violence Advisors (ChISVAs) provide emotional and practical support for victims of sexual violence. They are based within the specialist sexual violence sector and will help the victim understand what their options are and how the criminal justice process works if they have reported or are considering reporting to the police. ChISVAs will work in partnership with schools to ensure the best possible outcomes for the victim
  - Police and social care agencies can signpost to ChISVA services (where available) or referrals can be made directly to the ChISVA service by the young person or school. Contact details for ChISVAs can be found at *Rape Crisis* and *The Survivors Trust*
  - Child and young people's mental health services *(CYPMHS)* is used as a term for all services that work with children who have difficulties with their emotional or behavioural wellbeing. Services vary depending on local authority. Most CYPMHS have their own website, which will have information about access, referrals and contact numbers
  - The specialist sexual violence sector can provide therapeutic support for children who have experienced sexual violence. Contact *Rape Crisis* (England & Wales) or *The Survivors Trust* for details of local specialist organisations. The *Male Survivors Partnership* can provide details of services which specialise in supporting men and boys
  - The NHS – *Help after rape and sexual assault* – NHS (*www.nhs.uk*) provides a range of advice, help and support including advice about the risk of pregnancy, sexually transmitted infections (STI), reporting to the police and forensics
  - Rape and sexual assault referral centers services can be found at: *Find a rape and sexual assault referral centre*. Sexual assault referral centers (SARCs) offer medical, practical and emotional support. They have specially trained doctors, nurses and support workers. If children, young people, or their families are unsure which service to access, they should contact their GP or call the NHS on 111
  - *Childline* provides free and confidential advice for children and young people

- *Internet Watch Foundation* works internationally to remove child sexual abuse online images and videos and offers a place for the public to report them anonymously
- *Childline / IWF: Remove a nude image shared online* Report Remove is a free tool that allows children to report nude or sexual images and videos of themselves that they think might have been shared online, to see if they can be removed from the internet.

Victims may not share everything at once and might disclose information gradually. It is important to keep communication open and supported. When it is clear that ongoing support is needed, the school should ask the victim whether they would like a designated trusted adult (for example, their form tutor or DSL (or DDSL)) to talk about their needs. The choice of this adult should be the victim's (wherever reasonably possible) and should be respected and supported.

Children who have experienced sexual violence display a very wide range of responses to their experience, including in some cases clear signs of trauma, physical and emotional responses, or no overt signs at all. The school should remain alert to the possible challenges of detecting those signs and show sensitivity to the needs of the child (e.g. about attendance in lessons) irrespective of how overt the child's distress is.

Schools should avoid any actions that would isolate the victim, in particular from supportive peer groups. However, some victims may find it difficult to follow a full-time timetable and may wish to withdraw from certain lessons and activities. This should be based on the victim's needs, not for the convenience of managing the situation. If required, schools should provide a physical space for victims to withdraw too.

The school may need to maintain protective and supportive measures for victims over an extended period. The school should be prepared for this and should work with local authority children's social care and other agencies as required.

It is therefore important that the DSL (or DDSL) knows how, when, and where to seek support.

It is important that the school take all reasonable steps to protect the victim from bullying or harassment as a result of any report they have made.

Whilst they should be given all the necessary support to remain in their school, if trauma prevents the victim being able to do this, alternative provision or a move to another school should be considered to enable them to continue to receive suitable education. This should only be at the request of the victim and following discussion with their parents or carers.

It is important that if the victim does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs. The DSL (or DDSL) should take responsibility to ensure this happens (and should discuss with the victim and, where appropriate, their parents or carers as to the most suitable way of doing this) as well as transferring the child protection file. Information sharing advice referenced at *paragraphs 4.9 and 4.11 of* ***the Policy*** will help support this process.

Ongoing Considerations: Victim and alleged perpetrator(s) sharing classes

The section above considers the immediate response to a report. Once the DSL (or DDSL) has decided what the next steps will be in terms of progressing the report, they should **carefully consider** again the question of the victim and alleged perpetrator(s) sharing classes and sharing space at the school. This will inevitably involve complex and difficult professional decisions, including considering their duty to safeguard children and their duty to educate them.

It is important each report is considered on a case-by-case basis and risk and needs assessments are updated as appropriate. As always when concerned about the welfare of a child, the best interests of the child should come first. In all cases, schools should follow general safeguarding principles as per the guidance in *KCSIE* and ***the Policy***.

Where there is a criminal investigation into a **rape, assault by penetration or sexual assault**, the alleged perpetrator(s) should be removed from any classes they share with the victim. The school should also consider how best to keep the victim and alleged perpetrator(s) a reasonable distance apart on school premises (including during before and after school-based activities) and on transport to and from the school where appropriate. This is in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator(s). As stated previously, close liaison with the police is essential.

Where a criminal investigation into a **rape or assault by penetration** leads to a conviction or caution, the school should take suitable action, if they have not already done so. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator(s) to remain in the same school would seriously harm the education or welfare of the victim (and potentially other children).

Where a criminal investigation into **sexual assault** leads to a conviction or caution, the school should, if it has not already, consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion. Where the perpetrator(s) is going to remain at the school, the principle would be to continue keeping the victim and perpetrator(s) in separate classes and continue to consider the most appropriate way to manage potential contact on school premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

In all cases, schools should record on MyConcern and be able to justify their decision making.

Reports of **sexual assault and sexual harassment** will, in some cases, not lead to a report to the police (for a variety of reasons). In some cases, rape, assault by penetration, sexual assault or sexual harassment are reported to the police and the case is not progressed or are reported to the police and ultimately result in a not guilty verdict. None of this means the offence did not happen or that the victim lied. The process will have affected both victim and alleged perpetrator(s). Appropriate support should be provided to both as required and consideration given to sharing classes and potential contact as required on a case-by-case basis.
In all cases, schools should record on MyConcern and be able to justify their decision-making.

All of the above should be considered with the needs and wishes of the victim at the heart of the process (supported by parents and carers as required). Any arrangements should be kept under review.

4.2 Safeguarding and Supporting the Alleged Perpetrator(s) and Children and young People who have Displayed Harmful Sexual Behaviour (HSB)

The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the alleged perpetrator(s):

- The school will have a difficult balancing act to consider. On one hand, they need to safeguard the victim (and the wider child body) and on the other hand provide the alleged perpetrator(s) with an education, safeguarding support as appropriate and implement any disciplinary sanctions. Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary
- Consider the age and the developmental stage of the alleged perpetrator(s), the nature of the allegations and frequency of allegations. Any child will likely experience stress as a result of being the subject of allegations and / or negative reactions by their peers to the allegations against them
- Consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis. The alleged perpetrator(s) may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. HSB in young children may be (and often is) a symptom of either their own abuse or exposure to abusive practices and or materials. More information on HSB can be found above - *page 9 / 10*. Advice should be taken, as appropriate, from local authority children's social care, specialist sexual violence services and the police
- The NSPCC provides free and independent advice about HSB: *NSPCC Learning: – Protecting children from harmful sexual behaviour* and *NSPCC – Harmful sexual behaviour framework*
- The Lucy Faithfull Foundation has developed a *HSB toolkit*, which amongst other things, provides support, advice and information on how to prevent it, links to organisations and helplines, resources about HSB by children, internet safety, sexual development and preventing child sexual abuse
- The Lucy Faithfull Foundation in collaboration with the Home Office, has developed '*Shore Space*', an online resource which works to prevent harmful sexual behaviour. Shore Space offers a confidential chat service supporting young people who are concerned about their own or someone else's sexual thoughts and behaviour
- *Beyond Referrals / Contextual Safeguarding (Schools)* provides a school self-assessment toolkit and guidance for addressing HSB in schools
- StopItNow – *Preventing harmful sexual behaviour in children - Stop It Now* provides a guide for parents, carers and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline.

It is important that the perpetrator(s) is / are also given the correct support to try to stop them re-offending and to address any underlying trauma that may be causing this behaviour. Addressing inappropriate behaviour, including sexism and misogyny, can be an important intervention that helps prevent problematic, abusive and / or violent behaviour in the future.

Advice on behaviour in schools is clear that teachers can sanction children whose conduct falls below the standard which could be reasonably expected of them. If the perpetrator(s) is to be excluded the decision must be lawful, reasonable and fair. Further information about exclusions can be found in statutory guidance for schools: *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England.*

School can be a significant protective factor for children who have displayed HSB, and continued access to the school, with a comprehensive safeguarding management plan in place, is an important factor to consider before final decisions are made. It is important that if an alleged perpetrator does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs

and where appropriate, potential risks to other children and staff. The DSL (or DDSL) should take responsibility to ensure this happens as well as transferring the child protection file. Information sharing advice referenced at *paragraphs 4.9 and 4.11 of the Policy* will help support this process.

4.3 Sanctions and the Alleged Perpetrator(s)

With regard to the alleged perpetrator(s), As stated above, advice on *behaviour in schools* is clear that teachers can sanction children whose conduct falls below the standard which could be reasonably expected of them. Exclusions statutory guidance is *here*. Disciplinary action can be taken whilst other investigations by the police and / or local authority children's social care are ongoing. The fact that another body is investigating or has investigated an incident does not in itself prevent a school from coming to its own conclusion, on the balance of probabilities, about what happened, and imposing a penalty accordingly. This is a matter for the school and should be carefully considered on a case-by-case basis. The DSL (or DDSL) should take a leading role. The school should consider if, by taking any action, it would prejudice an investigation and / or any subsequent prosecution. Careful liaison with the police and / or local authority children's social care should help the school make a determination. It will also be important to consider whether there are circumstances that make it unreasonable or irrational for the school to reach its own view about what happened while an independent investigation is considering the same facts.

4.4 Discipline and Support

Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary. The school should be very clear as to what its approach is. On the one hand there is preventative or forward-looking action to safeguard the victim and / or the perpetrator(s), especially where there are concerns that a perpetrator themselves may have been a victim of abuse; and, on the other, there is disciplinary action to punish a perpetrator for their past conduct. The school should be very clear as to which category any action they are taking falls or whether it is really both and should ensure that the action complies with the law relating to each relevant category.

4.5 Working with Parents and Carers

The school will, in most instances, engage with both the victim's and the alleged perpetrator's parents / carers when there has been a report of sexual violence (this might not be necessary or proportionate in the case of sexual harassment and should be considered on a case-by-case basis). The exception to this rule is if there is a reason to believe informing a parent / carer will put a child at additional risk. Schools should carefully consider what information they provide to the respective parents / carers about the other child involved and when they do so. In some cases, local authority children's social care and / or the police will have a very clear view and it will be important for the school to work with relevant agencies to ensure a consistent approach is taken to information sharing.

It is good practice for the school to meet the victim's parents / carers with the victim present to discuss what arrangements are being put in place to safeguard the victim and understand their wishes in terms of support they may need and how the report will be progressed.

It is also good practice for the school to meet the alleged perpetrator(s) parents / carers to discuss any arrangements that are being put into place that impact an alleged perpetrator(s), such as, for example, moving them out of classes with the victim and what this means for their education. The reason behind any decisions should be explained. Support for the alleged perpetrator(s) should be discussed.

The DSL (or DDSL) would generally attend any such meetings. Consideration to the attendance of other agencies should be considered on a case-by-case basis.

Parents / carers may well struggle to cope with a report that their child has been the victim of a sexual assault or is alleged to have sexually assaulted another child. Details of organisations that support parents / carers are provided in ***Appendix C***. Schools should consider signposting parents / carers to this support.

4.6 Safeguarding Other Children

Consideration should be given to supporting children who have witnessed sexual violence, especially rape and assault by penetration. Witnessing such an event is likely to be traumatic and support may be required.

Following any report of sexual harassment or sexual violence, it is likely that some children will take "sides". The school should be doing all they can to ensure both the victim and alleged perpetrator(s), and any witnesses, are not being bullied or harassed.

Social media is very likely to play a central role in the fall out from any incident or alleged incident. There is the potential for contact between victim and alleged perpetrator(s) and a very high likelihood that friends from either side could harass the victim or alleged perpetrator(s) online and / or become victims of harassment themselves. Specialist online safety support is discussed at the paragraph on *'Support for Schools' pages 13 and 14*.

School transport is a potentially vulnerable place for a victim or alleged perpetrator(s) following any incident or alleged incident. The school, as part of its risk assessment, should consider any additional potential support needs to keep all of their children safe.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE) (including County Lines)

Definitions and Information

Both CCE and CSE 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 criminal or sexual activity. It may involve:

- An 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.

This can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group. CCE and CSE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

This may constitute modern slavery, and further information is available in the *Modern Slavery statutory guidance*. In accordance with this guidance, a relevant child protection and modern slavery referral should be completed where a potential victim of CCE or CSE is identified.

The National Referral Mechanism (NRM) is the UK's framework for identifying and supporting victims of exploitation and modern slavery. Whatever form it takes, exploitation and modern slavery is child abuse and relevant child protection procedures must be followed if modern slavery or trafficking is suspected, as per the guidance referred to above. Also see section on 'Modern Slavery and National Referral Mechanism' on page 42.

Different forms of harm often overlap, and perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

Children can be exploited by adult males or females, as individuals or 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.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including sexual identity, cognitive ability, having a physical or learning difficulty, or being neurodivergent, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- Appear with unexplained gifts, money or new possessions which could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal and sexual exploitation
- Associate with other children involved in exploitation
- Suffer from changes in emotional well-being
- Misuse alcohol and other drugs
- Go missing for periods of time or regularly come home late, and
- Regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help keep them in education.

1. Child Sexual Exploitation (CSE)

Definitions and Information

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge, e.g. through others sharing videos or images of them on social media. It can range from opportunistic to complex organised abuse. It can involve force and / or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

CSE can affect any child who has been coerced into engaging in sexual activities. This can be committed by an individual or an organised network and most sexual abuse is committed by those previously known to the victim. Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship. As with CCE, victims are not always recognised and can be criminalised for actions they take whilst under coercion. This remains a significant concern, as professionals continue to encounter cases where children are manipulated, groomed, and exploited without fully understanding the abuse they are experiencing.

Some additional specific indicators that may be present in CSE are children who:

- Have older boyfriends or girlfriends; and
- Suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: *Child sexual exploitation: guide for practitioners*.

Actions / Process

Risk Identification

When any practitioner becomes aware that a child or young person is at risk of being sexually exploited, they should identify and react to the need to protect that individual from any future harm. This should always include notifying the DSL within the school. The DSL should ensure that the online assessment tool is completed (and if the case is subsequently referred into children's social care, the completed assessment should be included with the referral.)

In all cases if there are concerns that the children is in immediate danger then the police should be contacted on 999 or the MASH.

In the event of an individual having concerns that a child or young person is at risk of being sexually exploited (but where there is no immediate danger), these should be reported to the DSL who should follow the Risk Outside the Home (ROTH) guidance and checklist (*see CPSCP website*).

Possible Indicators may include:

- Appear with unexplained gifts, money or new possessions
- Children who have older boyfriends or girlfriends
- Associate with other children involved in exploitation
- Gang-association and / or isolation from peers / social networks
- Exclusion and / or regularly miss school or education or do not take part in education
- Leaving home / care without explanation and going missing for periods of time or regularly come home late
- Excessive receipt of texts / phone calls
- Misuse of drugs or alcohol
- Suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant
- 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, and
- Self-harm or changes in emotional well-being.

Indicators are a guide and do not replace, but should assist, the exercise of professional judgement. The person who is making the judgements needs to take into account the principles detailed above and be clear on the evidence that the risk is actually occurring or whether further assessment is required to clarify this. The earlier the intervention the better chances of success.

Important points to remember – CSE:

- Can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex; some children do not realise they are being exploited and may believe they are in a genuine romantic relationship
- Can still be abuse even if the sexual activity appears consensual

- Can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity
- Can take place in person or via technology, or a combination of both
- Can involve force and / or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence
- May occur without the child or young person's immediate knowledge (through others sharing videos or images of them on social media, for example)
- May be perpetrated by individuals or groups, males or females, and children or adults
- The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse
- Is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources
- The coercers and perpetrators are usually an adult, but can be children and young people in a position of power of either gender
- Young people may exchange or sell sex as a result of constrained choices such as poverty, isolation and historic abuse
- Parents / carers may be involved in the sexual exploitation of their children, or fail to prevent / protect from it
- Groups of children and young people and multiple perpetrators may be involved (organised abuse)
- No child under 13 years can be assessed as low risk if behaviours indicate involvement in CSE
- Children and young people with additional needs require special consideration up to the age of 25 years.

2. Child Criminal Exploitation (CCE)

Definitions and Information

CCE is where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity. It may involve:

- An exchange for something which 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.

The victim may have been criminally exploited even if the activity appears to be something they have agreed or consented to. CCE does not always involve physical contact; it can also occur through the use of technology.

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

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. Children who are criminally exploited should have their vulnerabilities recognised by adults and professionals (particularly older children) and should be treated as victims. It is not possible for a child to consent to be exploited, abused or trafficked, and they may not recognise that it is happening to them.

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.

Some of the following can be indicators of CCE. Children who:

- Appear with unexplained gifts or new possessions
- Associate with other young people involved in exploitation
- Suffer from changes in emotional well-being
- Misuse drugs and alcohol
- Go missing for periods of time or regularly come home late
- Regularly miss school or education or do not take part in education.

3. County Lines

Definitions and Information

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK – no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, child referral units, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- Go missing (from school or home) and are subsequently found in areas away from their home
- Have been the victim, perpetrator or alleged perpetrator of serious violence (e.g. knife crime)
- Are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- Are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
- Are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity
- Owe a 'debt bond' to their exploiters, and
- Have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office *Child exploitation disruption toolkit* and The Children's Society *County Lines Toolkit for Professionals.*

Actions / Process

If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services who offer support to victims of county lines exploitation.

Like other forms of abuse and exploitation, county lines exploitation:

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

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office: *Criminal exploitation of children and vulnerable adults: county lines - GOV.UK*

Risk Outside the Home (ROTH) guidance and checklist (*see CPSCP website*)

County Lines Factsheet (see CPSCP Website)

Children and the Court System

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children – see below. They explain each step of the process, support and special measures that are available.

There are diagrams illustrating the courtroom structure and the use of video links is explained.
5-11 year olds *booklet* and 12-17 year olds *booklet*.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online *child arrangements information tool* with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children with Family Members in Prison

Approximately 193,000 children in England and Wales have a parent in prison each year. The children are at risk of poor outcomes as a result of poverty, stigma, isolation and poor mental health. The *Prisoners' Families Helpline* offers free, confidential support and advice for families in England and Wales who are in contact with the criminal justice system. School staff should be aware that children who have experienced parental imprisonment are more likely to be absent (or excluded) than their peers, to experience mental ill health and drug and alcohol misuse; they are also less likely to be in education, training or employment in later life. Staff should understand

the need for tailored, trauma-informed and sensitive support that can help mitigate potential harm and help encourage stability.

Cybercrime

Definitions and Information

Cybercrime is criminal activity committed using computers and / or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

Cyber-dependent crimes include:

- Unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- Denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and
- Making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

Actions / Process

If there are concerns about a child in this area, the DSL (or DDSL), should consider referring into the *Cyber Choices* programme. This is a nationwide preventative police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that *Cyber Choices* does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: *Cyber Choices*, *'NPCC- When to call the Police'* and *National Cyber Security Centre (NCSC).*

Dog Bites on Children

The following guidance has been agreed by partner agencies for the Peterborough Safeguarding Children Partnership (see CPSCP website).

School staff must:

- Be aware of an injury to a child caused by a dog
- Be aware of the treating of an injury to a child caused by a dog
- Establish precisely when and how the injuries were caused
- Establish if there is any history of previous, similar injuries and when this occurred.

Consideration should be given to whether the injuries caused are "non-accidental injuries".

A referral to the MASH should be considered if any of the following criteria apply:

- The child injured is under 2 years of age
- The child is under 5 years of age and injuries have required medical treatment
- The child is over 5 years and under 18 who has been bitten more than once by the same dog
- The child is under 18 years of age, injuries have required medical treatment and initial information suggests the dog responsible could be prohibited and / or dangerous
- A prohibited and / or dangerous dog is reported and / or treated and is believed to be living with and / or frequently associated with children under 5 years of age.

Some calls might be logged 'for information' only by the agencies, if it is clearly established that no significant or continued risk is likely to the child, or other children (for example, if the dog has already been 'put down' or removed).

All should be mindful that the bite does not have to be a vicious injury. Contact the MASH immediately for advice if unsure. Call 01733 864180 or 01733 864170.

Definitions:

- Certain dogs are **'prohibited'** and if any agency has any knowledge or report of a dog of this type, the matter should be reported to the police immediately
- Any dog can be **'dangerous'** (as defined by The Act) if it has already been known to inflict or threaten injury.

Domestic Abuse

Definitions and Information

The Domestic Abuse Act 2021 introduced the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and / or suffer domestic abuse in their own intimate relationships (teenage relationship abuse).

Experiencing domestic abuse can have a serious, long-lasting emotional and psychological impact on children. It can have a long-term impact on their health, well-being, and ability to learn. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Actions / Process

As with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Operation Encompass

Operation Encompass is an information-sharing scheme between the police and relevant education settings operating in all police forces across England and Wales. In November 2025, a new statutory duty was placed on the police to notify a child's education setting, and where relevant, local authorities, if they have reasonable grounds to believe a child may be a victim of domestic abuse. This includes all children connected to a household where they have attended a domestic abuse incident; children who are physically present at the incident, children not physically present during the incident, and situations where a child might reside in another household temporarily or permanently.

Educational settings are often the only consistent support available to some children, especially for those who live in isolated or rural communities. The aim of the duty is to support education settings to provide timely, informed support to children affected by domestic abuse, to ensure the school has up to date information about the child's circumstances and enable immediate support to be put in place according to the child's needs. This places no new responsibilities on education settings.

Operation Encompass does not replace statutory safeguarding procedures or referrals and applies solely to domestic abuse incidents. Where appropriate, the police and / or schools should make a referral to local authority children's social care if they are concerned about a child's welfare.

Forces and educational settings should have an open communication process to determine where a safeguarding referral should be made in accordance with local thresholds. If an officer makes a referral alongside issuing an Operation Encompass notification, they should tell the child's education setting.

The duty applies to all children in education from reception up to the age of 17, and who are enrolled in registered primary and secondary schools, including independent schools. Police forces must notify the local authority if the child is electively home educated or missing from education. Forces may also make notifications to other settings, for example early years settings or further education provision for young people with SEND, although these are not covered under the duty.

More information about the scheme can be found in the statutory guidance for police: *Duty on police forces in England and Wales to notify education establishments of domestic abuse incidents: Operation Encompass*. This guidance intends to recognise and respond to children as victims of domestic abuse in their own right. It does not replace existing statutory guidance, including KCSIE and Working Together to Safeguard Children in England.

Additional resources for education settings, including *Online National Key Adult Training: Operation Encompass* can be found on the charity's website *Home: Operation Encompass*.

Operation Encompass Notifications

Operation Encompass involves the sharing of personal and sensitive information about children and families. It is vital that all participants comply with the data protection laws. Police forces and educational settings are responsible for deciding how and where information about incidents and notifications are made. They must ensure it remains confidential, is held securely, and adheres to the requirements of the data protection laws.

The DSL is likely to be the Key Adult for Operation Encompass notifications.

The notification should include:

- The name, date of birth and protected characteristics (e.g., disability, race, religion etc.) of any child from that education setting who is related to any adult involved in the incident, whether the adult is the alleged perpetrator or non-abusive relative
- The relationship of the child to the victim and to the perpetrator
- The police reference number
- The location, time and date of the incident
- If the child was present, and if so, where they were (notifications should be shared even if the child was not present at the particular incident)
- The voice of the child, such as what they are saying and how they are behaving, and
- The context and the circumstances of the incident, including whether an arrest was made, whether the incident was attended in person or via Rapid Video Response, and where possible, information on previous domestic abuse incidents.

The notification should not include:

- Information or reference to sexual offences disclosed at the domestic abuse incident. This must not be disclosed in the notification. Under the Sexual Offences (Amendment) Act 1992, anonymity for victims of sexual offences must be preserved.

The Operation Encompass charity provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

Domestic Abuse Indicators in Children

The majority of referrals to the MASH and a large number of Child Safeguarding Practice Reviews (SPRs) (previously known as Serious Case Reviews) involve domestic abuse. **Schools should therefore ensure that they look out for possible indicators and talk to the DSL as a matter of urgency.**

It is important to note that children may respond to domestic abuse in different ways even within the same family. Some children may be profoundly affected by witnessing domestic abuse whilst others appear to be relatively unaffected. It is therefore important to remember that the behaviour below may be due to other causes.

Children's coping strategies and reactions to domestic abuse may also be similar to those for other forms of abuse. Learning to recognise domestic abuse can therefore be useful in helping to protect children from all forms of abuse.

Possible Indicators:

0 – 5 years

- Violence to the mother during pregnancy may result in neurological and physical damage
- Physical and emotional neglect may result in basic needs for food and warmth not being met
- Under-stimulation and neglect can result in cognitive delay
- Witnessing unpredictable and frightening behaviour may result in symptoms similar to post traumatic stress disorder
- Parental unhappiness, tension, irritability or lack of commitment may lead to false attachments
- Babies and toddlers have difficulty in communicating distress.

5-9 years

- The risk of physical injury may lead to symptoms of extreme anxiety and fear. The child may be subject to abuse
- School behaviour and academic attainment may be impaired
- Children may blame themselves for parental behaviour. Self-blame may result in low self-esteem
- Unplanned separations may cause distress and disrupt education and friendship patterns
- Embarrassment and fear of unpredictable parental behaviour may result in curtailed friendships
- Children may take on too much responsibility for self, parents and younger children.

10 years +

- Coping with puberty without support
- Denying own needs and feelings
- Low self-esteem
- Increased risk of psychological problems, behavioural disorders, suicidal behaviours and offending
- Poor school attainment due to difficulties concentrating
- Poor school attainment due to absence in order to protect parent or younger children
- Unacceptable behaviour resulting in pattern of school exclusion
- Isolation caused by reluctance to disclose for fear of family disruption.

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

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

- *NSPCC - UK domestic-abuse Signs Symptoms Effects*
- *Refuge what is domestic violence/effects of domestic violence on children*
- *Safe Young Lives: young people and domestic abuse*
- *Domestic abuse: specialist sources of support* (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence / abuse)
- *Operation Encompass* (includes information for schools on the impact of domestic abuse on children)
- The Home Office publish guidance on *Controlling or coercive behaviour* which provides clear information on what constitutes controlling or coercive behaviour and how to identify the offence.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any DDSL(s)) should be aware of contact details and referral routes into the Local Housing Authority so they can raise / progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and / or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into the MASH / local authority children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. There are factsheets, which usefully summarise the duties: "*Homeless Reduction Act Factsheets*".
The duties shift the focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases, school staff will be considering homelessness in the context of children who live with their families and intervention will be on that basis.

Temporary Accommodation Notification Duty

The Children's Wellbeing and Schools Act places a new duty on local housing authorities in England to notify educational institutions, health visiting services and general medical practices, when a child is placed in temporary accommodation. This notification should be made when consent has been given from the parent, those with parental responsibility or care of the child, or the child themselves in cases of 16–17-year-olds living independently from their parents.

The notification will enable school staff to safeguard and promote the welfare of these children at the earliest opportunity and support them to improve their outcomes. Whilst any discussion with the local housing authority should be progressed as appropriate, this notification does not, and should not, replace existing safeguarding and welfare duties nor a referral into local authority children's social care where a child has been harmed or is at risk of harm.

Honour or Faith-Based Abuse (HBA) (including Female Genital Mutilation (FGM) and Forced Marriage)

Definitions and Information

Honour or faith-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and / or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving honour often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Actions / Process

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the DSL (or DDSL). As appropriate, the DSL (or DDSL) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and local authority children's social care.

1. Female Genital Mutilation (FGM)

Definitions and information

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

FGM is usually carried out on girls between the ages of 5 and 14 years, but younger girls and adult women are sometimes victims of this procedure.

FGM is extremely traumatic. It can lead to serious, life-long physical and mental health problems. Internationally, FGM is recognised as a violation of the human rights of girls and women and when performed on a child, is a violation of the Rights of the Child. With growing and emerging migrant populations in Northamptonshire it is vital that agencies and organisations in Northamptonshire work together to ensure they put plans in place to raise awareness of its illegality and the risks, to prevent further procedures and support women who have experienced FGM.

Actions / Process

FGM Mandatory Reporting Duty for Teachers
Whilst **all** staff should speak to the DSL (or DDSL) with regard to any concerns about FGM, section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a **statutory duty upon teachers** along with regulated health and social care professionals in England and Wales, to **report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. **Those failing to report such cases may face disciplinary sanctions.** It will be rare for teachers to see visual evidence, and they should **not** be examining children, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: *Mandatory reporting of female genital mutilation: procedural information.*

Teachers MUST personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the School's DSL (or DDSL) and involve local authority children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: *Female genital mutilation: the facts.*

Identifying a child at risk of FGM – indications that FGM may be **about** to take place:

- The family comes from a community that is known to practice FGM (it may also be possible that they will practice FGM if a female family elder is around)
- Parents requesting permission for their girls to be taken out of school two weeks before or after the holidays (recovery period can be up to 8-10 weeks)
- A child talking about a long holiday to her country of origin or another country where the practice is prevalent
- A child talking about "becoming a woman" or "rites of passage" or a "special ceremony"
- A child talking about new clothing or special outfits
- A child may confide in a professional that she is about to undergo a "special procedure" or attend a special occasion
- Becoming withdrawn or acting out of character
- There are older girls or women in the family (e.g. older sister/s, mother) who have undergone FGM
- Any female child born to a woman who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family
- Any female child who has a sister who has already undergone FGM must be considered to be at risk, as must other female children in the extended family.

Identifying a child who has been subject to FGM – indications that FGM may have **already** taken place:

- A child may spend long periods of time away from the classroom during the day with bladder or menstrual problems
- Frequently girls who have undergone FGM find it harder to urinate and it will therefore take longer to pass urine
- There may be prolonged absences from school
- A prolonged absence from school with noticeable behaviour changes on the girl's return could be an indication that the girl has recently undergone FGM
- A child requiring to be excused from physical exercise lessons without the support of her GP
- A child may confide in a professional or ask for help.

Professionals encountering a girl or woman who has undergone FGM should also be alert to the risk of FGM in relation to her:

- Younger siblings
- Current daughters or daughters she may have in the future
- Extended family members.

Further information can be found in the *Multi-agency statutory guidance on female genital mutilation* and the *FGM resource pack* particularly section 13.

Also, the CPNSCP Guide: *Female Genital Mutilation*

2. Forced Marriage

Definitions and Information

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage.

Staff should be aware that forced marriage is not the same as arranged marriage (where both parties consent) and that forced marriage can happen to children as young as ten years of age.

Actions / Process

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (chapter 8 provides guidance on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can be found at *The Right to Choose: Government Guidance on Forced Marriage*.

School staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Mental Health

Information

All staff should be aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. If a child is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs which staff are well placed to recognise.

These could include:

- Significant changes in behaviour
- Ongoing difficulty sleeping
- Withdrawing from social situations
- Not wanting to do things they usually like, and
- Physical signs of self-harm or neglecting themselves.

Not every child who exhibits these behaviours is suicidal or has a mental health concern. However, by identifying these and other potential warning signs, staff can identify children who may be struggling with their mental health and contemplating suicide and offer support and vital early intervention. Schools should ensure that any interventions they offer are evidenced as safe and effective and appropriate for the need and phase of education.

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, attendance and progress at school.

More information can be found in the *Mental Health and Behaviour in Schools Guidance*.

Actions / Process

If staff have a concern about a child's mental health that is also a safeguarding concern, immediate action should be taken, following *the Policy* and speaking to the DSL or DDSL. If staff feel that a child is in danger, they should call 999 or arrange for them to be taken to A&E immediately by a parent / carer or other suitable person. If a child needs help urgently for their mental health, but it's not an emergency, staff can get help from NHS 111 online or call 111 and select the mental health option.

Children Requiring Mental Health Support

Schools have an important role to play in supporting the mental health and wellbeing of their children.

As stated above, only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, still have an important role to play. Specifically, they can support the fulfilment of 4 key roles:

- Promoting good mental wellbeing and preventing the onset of mental illness
- Observing children and identifying early those who may be experiencing mental health problems or being at risk of developing one
- Ensuring early targeted support is provided, and
- Liaison with / referral to specialist services where needed.

Where support is needed, the DSL (or DDSL) should consider whether to inform parents or carers to support the child's wellbeing, where doing so would not place the child at additional risk.

Whilst all staff are able to *observe and support the mental health and wellbeing* of their children, most schools also have a mental health lead in place. Mental health leads should support settings to embed a whole school approach to mental health and wellbeing.

The *Promoting children and young people's mental health and wellbeing guidance* sets out how schools can help prevent mental health problems by promoting wellbeing and resilience as part of an integrated, whole school approach to social and emotional wellbeing, which is tailored to the needs of their children.

Staff should consider the range of locally available support to meet the needs of children. Where staff already have access, they should make use of support from their respective Mental Health Support Team (MHST), which are in the process of being rolled out to all schools. As well as delivering evidence-based interventions for early support for mental health issues, MHSTs support mental health leads to develop their whole school approach to mental health and wellbeing, and give timely advice, liaising with external specialist services, to help children to get the right support. They should also consider other support available outside of education settings that might be suitable, for example early support hubs and young futures hubs.

Schools can also access advice to *help them identify children in need of extra mental health support.* Additional guidance and resources can be found on the *Promoting and supporting mental health and wellbeing in schools and colleges* website on GOV.UK. The DfE has also published advice and guidance on *Preventing and tackling bullying.*

The NHS Every Mind Matters website also contains helpful information and advice about *Looking after a child or young person's mental health.* In addition, the *Hub of Hope* is the UK's leading mental health support database. It brings local, national, peer, community, charity, private and NHS mental health support and services together in one place, so that anyone struggling can find the most appropriate support.

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses exploitation, including sexual exploitation, criminal financial exploitation, human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information and training for professionals on exploitation and modern slavery is available here - *Modern slavery training: resource page*. Also see the section on 'Child Criminal Exploitation and Child Sexual Exploitation (including County Lines)' – *pages 27 to 32.*

The National Referral Mechanism is the system used within the UK to support potential victims of exploitation and modern slavery. Further information on the signs that someone may be a victim of exploitation and modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance - *Modern slavery: how to identify and support victims* (*www.gov.uk*).

Children who are referred into the NRM in England and Wales may also have access to an Independent Child Trafficking Guardian (ICTG)1. ICTGs provide advocacy for children and help to promote and support their recovery.

Preventing Radicalisation

(Also See the Trust's "Preventing Radicalisation & Extremism" Policy)

Definitions and Information

- **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** is the process of a person legitimising support for, or use of, terrorist violence
- **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.

Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harm and abuse, protecting children from this risk should be part of the school's safeguarding approach. Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are *factors that may indicate concern*. It is possible to protect people from extremist ideology and intervene to prevent those at risk of radicalisation being drawn into terrorism.

Actions / Process

As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL (or DDSL) *making a Prevent referral*. The DSL and DDSL should be aware of local procedures for making a Prevent referral – *see below*.

Although not a cause for concern on their own, possible indicators when taken into consideration alongside other factors or context may be a sign of being radicalised.

1. The Prevent Duty

Definitions and Information

All schools are subject to a duty under section 26 of the Counterterrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from becoming terrorists or supporting terrorism". This duty is known as **the Prevent duty**.

The Prevent duty should be seen as part of the school's wider safeguarding obligations. DSLs, DDSLs and other senior leaders should familiarise themselves with the *Prevent duty guidance: for England and Wales,* especially paragraphs 141-210, which are specifically concerned with education (and also covers childcare).

The guidance is set out in terms of **three general themes: leadership and partnership, capabilities and reducing permissive environments**.

The **local agenda** supports the Prevent Strategy. Communities and local authorities have a key part to play in developing a sense of belonging and will be an important part of wider partnership working. The threat is not just from radical religious groups such as 'Islamic State' but also from radical 'far right' and other political groups who may attempt to radicalise children and young people.

Actions / Process

The DSL (and DDSL) should be aware of local procedures for making a prevent referral.

Peterborough City Council have embedded Prevent into their safeguarding procedures therefore any contacts made with concerns in relation to Prevent should be assessed through the MASH. **If there are concerns that a child or young person may be vulnerable to violent extremism or radicalisation the DSL should be informed and, after initial discussions, a multi-agency referral form should be submitted to the MASH.**

Referrals can also be made via:

- **Dialling 999 for emergencies**
- **Reaching out to your local Police Prevent Team by calling 101**
- **Contacting the National Police Prevent advice line at 0800 011 3764**
- **Reporting *material promoting terrorism* or *extremism* online via GOV.UK.**

Risk Assessment

Advice and guidance can be sought from *The Action Counters Terrorism (ACT)* website.

Government guidance on risk assessment and the *prevent self-assessment toolkit* for Schools provide additional advice to help embed Prevent Duty responsibilities and strengthen any areas of weakness.

Working in Partnership

Schools are required to work in partnership with the CPSCP, the Home Office trained Prevent Engagement Officers and other partner agencies to safeguard and promote the welfare of children. Prevent Engagement Officers and other partners should be accessed as relevant to provide advice and support with regard to this duty.

Effective engagement with parents / carers and their families is also important as they are in a key position to spot signs of radicalisation. The school recognises it is important to assist and advise families who raise concerns and direct them to support mechanisms.

Staff Training

In line with the Prevent Duty, the school is required to assess training needs in the light of their assessment of risk. For details of individual school risk assessments – ***see School Specific Details in the Policy.***

The DSL will access Prevent training in line with the requirements of *KCSIE* and disseminate appropriate information to other school staff. In addition, the DSL will complete Channel online training. *For information on Channel – see below.*

IT Policies

Measures are in place at the school, which include filtering and monitoring of online access. Learning experiences are in place, evaluated and regularly reviewed, which help the children to understand ways in which to stay safe online. Further details of measures taken can be found in ***School Specific Details in the Policy.***

Suspected on-line terrorist content can be reported to HM Government: *www.gov.uk/report-terrorism*

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided.

The DSL (or DDSL) should consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse, incidents that may indicate concerns about serious violence or harmful behaviours and / or details or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives.

Statutory guidance on Channel is available at: *Channel guidance* and *Channel training* from the Home Office.

Further Information and additional support

The DfE has published further advice for those working in education settings with safeguarding responsibilities on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

- *Prevent awareness e-learning* offers an introduction to the Prevent duty
- *Prevent referrals e-learning* supports staff to make Prevent referrals that are **robust, informed** and with **good intention**
- *Channel awareness e-learning* is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

Educate Against Hate, is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help staff identify and address the risks, as well as build resilience to radicalisation.

The Education and Training Foundation (ETF) provides *online training modules* for practitioners, leaders and managers, to support staff and governors / Board members in outlining their roles and responsibilities under the duty.

London Grid for Learning have also produced useful resources on Prevent *(Online Safety Resource Centre - London Grid for Learning (lgfl.net)*.

- *PREVENT* (see GOV.UK website)
- Prevent Engagement Team:
  Email: prevent@cambs.pnn.police.uk
  Tel: 01480 42 2596

Self-Harm and Suicidal Tendencies

Self-harm, self-mutilation, eating disorders, suicide threats and gestures by a child must always be taken seriously, as they could be indicative of a serious mental or emotional disturbance. *See section on Mental Health – pages 41 to 42.*

Serious Violence

Definitions and Information

Serious violence is a continuing safeguarding concern. It may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and it can also be associated with criminal exploitation.

Actions / Process

Staff should report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the DSL (or DDSL). The DSL should assess the risk to both the individual child and others in the school, considering wider information or concerns, and take appropriate action. Depending on the risk, they should put in place a safety and support plan, and where relevant, consider action to de-escalate peer conflict.

Schools play a key role in protecting children from violence, safeguarding victims, as well as those who may be at risk of, or are involved in committing violence (who may also be victims themselves).

Staff should be alert to signs a child may be at risk of or involved in serious violence. These risks are higher for children with disrupted education (e.g. suspensions, permanent exclusions, time in alternative provision) or a history of offending. Schools should also try to be alert to when children might be at highest risk around the school day (for example, immediately after school).

All staff should be aware there are a number of indicators, which may signal children are at risk from, or are involved in committing, serious violence. These may include:

- Increased absence from school
- A change in friendships or relationships with older individuals or groups
- A significant decline in educational performance
- Signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries
- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (*see section on Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE) (including County Lines) – pages 27 to 32.*

All staff should also be aware that the likelihood of involvement in serious violence may be increased by factors such as:

- Being male
- Having been suspended, spent time in AP or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery
- Having used drugs or alcohol in early adolescence, and
- Having previously been a victim or previously perpetrated violence

A fuller list of risk factors can be found in the Home Office's *Serious Violence Strategy*.

Early, evidence-based support for those considered at risk, as well as at critical points when concerns emerge, is vital. This includes access to trusted adults, social and emotional skill support, and, where available, targeted interventions such as mentoring or therapeutic support (practical guidance on evidenced support is available from the *Youth Endowment Fund (YEF)* (the "what works" centre for preventing violence).

All staff should also be aware that violence can often peak in the hours just before or just after school, when children are travelling to and from school and can concentrate in particular places. These times can be particularly risky for young people involved in serious violence. It is important that schools try to understand where these places are, with a view to working with partners to promote safety for children. Listening to children and consulting with staff can help establish when and where they feel unsafe. Working with wider partners can also help build understanding of the local context beyond the school and help co-ordinate a collective safeguarding response around the school day.

Advice for schools is provided in the Home Office's *Criminal exploitation of children and vulnerable adults: county lines guidance*.

The Youth Endowment Fund (YEF) (the "what works" centre for preventing violence) has produced *practical guidance* for schools and an accompanying *self-assessment tool* to help introduce evidenced practice for preventing children becoming involved in violence.

Home Office funded Violence Reduction Units (VRU) operate in the 20 police force areas across England and Wales that have the highest volumes of serious violence, as measured by hospital admissions for injury with a sharp object. A list of these locations can be found *here.* As the strategic co-ordinators for local violence prevention, each VRU is mandated to include at least one local education representative within their Core Membership group, which is responsible for setting the direction for VRU activity. Schools and educational partners within these areas are encouraged to reach out to their local VRU, either directly or via their education Core Member, to better ingrain partnership working to tackle serious violence across local areas and ensure a joined-up approach to young people across the risk spectrum.

Police, Crime, Sentencing and Courts Act 2022 introduced a new Serious Violence Duty (Statutory Guidance) on a range of specified authorities, such as the police, local government, youth offending teams, health and probation services, to work collaboratively, share data and information, and put in place plans to prevent and reduce serious violence within their local communities. Educational authorities and prisons / youth custody authorities are under a separate duty to co-operate with core duty holders when asked, and there is a requirement for the partnership to consult with all such institutions in their area. The Duty **does not** replace or duplicate existing safeguarding duties.

Substance Abuse

There are many reasons why adults take drugs or drink alcohol. If doing so has negative consequences, then it may be regarded as misuse. Some people take greater risks than others do, but anyone can have a problem with drugs or alcohol.

To be healthy and develop normally, children must have their basic needs met. If a parent / carer is more concerned with feeding an addiction, or is under the influence of drugs or alcohol, it may reduce their ability to meet their children's needs.

A disorganised lifestyle is a frequent consequence of substance misuse. Parents / carers may fail to shop, cook, wash, clean, attend appointments or pay bills. This can lead to an inadequate home environment for children.

Children need conversation and play to stimulate their mental development, but substance misuse may affect a parent's / carer's ability to engage with their child. It may also affect a parent's / carer's ability to control their emotions. Severe mood swings and angry outbursts may confuse and frighten a child, hindering healthy development and control of their own emotions. Such parents / carers may even become dependent on their own child for support. This can put stress on a child and may mean they miss out on the experiences of a normal childhood.

Other consequences of substance misuse may include: lost jobs, unsafe homes, broken marriages, severed family ties and friendships. The disruption caused by efforts by the local authority to help is also likely to negatively affect a child.

There are several signs that may indicate that someone has a problem. Adults who misuse drugs or alcohol may:

- Become consumed or violent
- Drink alone
- Drink every day
- Get "the shakes" when they have not had a drink
- Miss work or social activities
- Neglect their own health, appearance and homes
- Not be able to stop their drug or drinking habit
- Try to hide or deny their problem.

The signs that may indicate that a child is being neglected due to parent's / carer's drug or alcohol misuse include:

- Poor appearance
- Delayed development
- A child who is caring for a parent.

Upskirting

The Voyeurism (Offences) Act 2019, 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 sex can be a victim.

Appendix B – Roles and Responsibilities

Appendix B1 - Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL)

Designated Safeguarding Lead

The Headteacher must appoint an appropriate **senior member** of staff from the school **leadership team** to the role of Designated Safeguarding Lead (DSL) and (an) appropriate senior member(s) of staff to deputise for the DSL (DDSL(s)) in their absence. The DSL should take **lead responsibility** for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). This should be explicit in the role holder's job description.

The broad areas of responsibility and activities related to the role are found l in *Annex B of KCSIE* and are also set out here:

1. Manage Referrals

The DSL is expected to refer cases:

- Of suspected abuse and neglect to the MASH as required and support staff who make referrals to local authority children's social care
- To the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- To the Disclosure and Barring Service as required, where a person has been dismissed or has left due to risk / harm to a child
- Where a crime may have been committed to the Police as required. *NPCC – When to call the police* should aid understanding of when to consider calling the police and what to expect when working with the police.

2. Working with Others

The DSL is expected to:

- Act as a source of support, advice and expertise for all staff
- Act as a point of contact with the safeguarding partners (*for information re: safeguarding partners – see part of paragraph 3.1 on page 12 of the Policy*)
- Provide information to the CPNSCP / local authority on safeguarding and child protection, including co-operating with other agencies and supporting with MASH enquiries (including during evenings / holidays where required)
- Liaise with the headteacher to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019
- As required, liaise with the "case manager" (as per *Part four of KCSIE*) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member (including supply teachers, trainee teachers, volunteers and contractors)
- Liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and SENCOs) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically

- Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health
- Promote supportive engagement with parents and / or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school. This includes:
  - ensuring that the school knows who are the children who have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for these children; and,
  - supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

3. Information Sharing and Managing the Child Protection File

The DSL is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely on MyConcern.

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

(See paragraph 4.10 of the Policy.)

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in *paragraph 4.9 of the Policy.*

Where children leave the school (including in year transfers) the DSL should ensure their child protection file is transferred to the new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main child file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools should ensure key staff such as DSLs and SENCOs are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the DSL should also consider if it would be appropriate to share any additional information with the new school in advance of a child leaving particularly where the information would support an assessment of risk to others in the school as well as the individual child to help them put in place the right support to safeguard this child and to help the child thrive in the school. For example, information that would allow the new school to continue supporting children who have had a social worker and been victims of abuse, incidents that may indicate concerns about serious violence or harmful behaviours and / or details of those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives. It would be good practice for a conversation to take place at the appropriate and relevant points between the DSLs at both settings, where there are issues or concerns to ensure information is being actively considered and acted upon.

4. Raising Awareness

The DSL should:

- Ensure each member of staff has access to, and understands, the School's *Safeguarding / Child Protection Policy* and procedures including the *Allegations / Concerns Policy* in relation to adults, especially new and part-time staff
- Ensure that, following review of the *Trust's Safeguarding / Child Protection Policy*, procedures are updated and reviewed regularly (and in particular ensure that the section on ***School Specific Details*** **in** ***the Policy*** is updated) and that ***the Policy*** is implemented
- Ensure the *Safeguarding / Child Protection Policy* is available publicly and parents / carers know that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- Help promote educational outcomes by sharing information about welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and the school leadership staff, and
- Ensure each member of staff understands how MyConcern operates.

5. Training, Knowledge and Skills

The DSL (and any DDSL(s)) should undergo training to provide them with the knowledge required to carry out the role. The training should be updated at least every two years. The DSL and DDSL(s) should also undertake Prevent awareness training.

Training should provide DSLs (and DDSLs) with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- Understand the assessment process for providing family help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Understand the importance of the role of the DSL in providing information and support to local authority children's social care in order to safeguard and promote the welfare of children
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- Are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- Understand the importance of information sharing, both within the school, and with the safeguarding partners, other agencies, organisations and practitioners
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
- Can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- Obtain access to resources and attend any relevant or refresher training courses, and

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them.

Training should also develop their expertise to enable them to provide advice and support to other staff as set out in *paragraph 6* below.

In addition to the formal training set out above, their knowledge should be refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

6. Providing Support to Staff

The DSL should:

- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters
- Ensure that staff are supported during the referrals processes, and
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

7. Understanding the Views of Children

It is important that all children feel heard and understood. Therefore, DSLs and DDSLs should be supported in developing knowledge to:

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them, and
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

8. Holding and Sharing Information

The critical importance of recording, holding, using and sharing information effectively is set out in ***the Policy***, and therefore the DSL (and DDSL) should be equipped to:

- Understand the importance of information sharing, both within the school, and with other schools on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
- Understand relevant data protection laws
- Be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc
- Understand how MyConcern operates and be able to operate it effectively in line with Trust guidance
- Ensure all staff have induction training covering safeguarding and child protection and are able to recognise and report any concerns immediately they arise, and
- Ensure all staff are given, read, and sign to acknowledge having read and understood:
  - Safeguarding / Child Protection Policy
  - ***KCSIE – Part one and*** **Section 3 of the Early Years Foundation Stage (EYFS) statutory framework** where children aged 0 to 5 attend school-based nurseries or reception classes
  - Adult Code of Conduct
  - Allegations / Concerns Policy in relation to adults
  - Acceptable Use Policy (AUP)

- PDET IT Controls Policy
- Behaviour Policy
- Attendance Policy
- Prevent Duty
- British Values and Preventing Radicalisation & Extremism Policy, and
- Whistleblowing Policy.

Availability

During term time the DSL (or a DDSL) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the DSL (or DDSL) would be expected to be available in person, it is a matter for the school, working with the DSL, to define what "available" means and whether in exceptional circumstances availability via phone and / or Microsoft Teams or other such media is acceptable.

It is a matter for the school and the DSL to arrange adequate and appropriate cover arrangements for any out of hours / out of term activities.

To ensure continuity of safeguarding responsibilities, schools should implement robust cover arrangements for periods when the DSL is unavailable due to illness, leave, or other circumstances. Schools have the flexibility and discretion in how these arrangements operate, provided safeguarding responsibilities remain appropriately covered. It would be good practice that, whenever the DSL is unavailable, there is a clear, reliable, and known arrangement in place so that concerns can be raised.

Deputy Designated Safeguarding Leads

Deputies should be trained to the same standard as the DSL and the role should be explicit in their job description. Whilst the activities of the DSL can be delegated to appropriately trained deputies, **the ultimate lead responsibility for child protection, as set out above, remains with the DSL; this lead responsibility is not to be delegated.**

Appendix B2 – Directors

In accordance with the latest edition of the Statutory guidance ***"Keeping children safe in education" (KCSIE)***, the Board of Directors (the Board) will ensure that:

- All members of the Board have:
  - Enhanced Disclosure & Barring Service (DBS) checks
  - Section 128 Checks
  - Appropriate checks if they have lived or worked outside the UK
  - Produced evidence of their right to work in the UK
  - Appropriate safeguarding / child protection (including online) awareness and have training at induction and that this is updated as appropriate throughout the year, and
  - Read ***the whole of KCSIE and Section 3 of the Early Years Foundation Stage (EYFS) statutory framework***

- The schools have safeguarding / child protection procedures and training in place, which are, effective and comply with the law at all times and in line with ***the Policy***, in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare
- ***The Policy*** is made available publicly via the schools' websites and safeguarding information can be found in the entrance areas / reception areas of the schools
- Opportunities are provided for staff in the schools to contribute to and shape safeguarding arrangements for their individual school and how ***the Policy*** is implemented in the school through staff meetings and other training sessions
- Relevant policies and procedures are implemented, including:
  - the Trust's *Adult Code of Conduct* (which includes information regarding; acceptable use of technologies, staff / children relationships, safeguarding concerns / allegations about staff, including supply teachers, trainee teachers, volunteers and contractors, and communications including the use of social media)
  - the *Allegations / Concerns Policy in relation to adults*, and
  - *the Acceptable Use Policy (AUP)*
  - *Online Safety Policy*

- The schools and the Trust operate safer recruitment practices, including appropriate use of references and all required checks on new staff and volunteers in line with the requirements of ***Part three of KCSIE.*** They will also ensure that Headteachers, any Directors and other staff, as appropriate, involved in the recruitment process have undertaken Safer Recruitment training, which as a minimum covers the content of ***Part three of KCSIE***, and keep it regularly updated (the Trust requirement is at least every 5 years)
- There are procedures in place (in line with ***the Policy*** *and the Allegations / Concerns Policy in relation to adults')* to manage safeguarding concerns and allegations against staff (including supply teachers, trainee teachers, volunteers and contractors)
- There is an appropriate senior member of the school's **leadership team** in each school, who has the appropriate status and authority within the school to carry out the duties of the post, who is designated to take **lead responsibility** for safeguarding and child protection (including online safety) (the DSL) and that there is always cover for this role (the Deputy DSL(s)). This responsibility is explicit in the role holder's job description
- The DSLs (and Deputy DSL(s)) undertake training (in addition to the training and updates required in *paragraph 4.2.2* of ***the Policy***) to provide them with the knowledge required to carry out the role and this is refreshed / updated at least every two years, as required by law. Additionally, that the DSLs (and Deputy DSL(s)) undertake Prevent awareness training
- There is an individual Director who will champion issues to do with safeguarding children and child protection across the Trust, monitor practices and procedures, liaise with the Trust's Safeguarding Lead, and provide

information and reports to the Board. Their details are found under 'Named Leads & Initial Contacts' on *page 3* of ***the Policy***

- All staff and volunteers undergo safeguarding and child protection training (including online safety) as part of their induction, the training is regularly updated, and induction and training is in line with any advice from the safeguarding partners (*see part of paragraph 3.1 of* ***the Policy*** *– (page 12) for information regarding safeguarding partners)*. In addition, all staff receive regular safeguarding and child protection updates, including online safety (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. For specific details in relation to each school – ***see School Specific Details in the Policy***
- New staff and volunteers are made aware of the school's arrangements for safeguarding and child protection and of their responsibilities. The Board will also ensure that, as part of induction procedures, the documents listed in the paragraph on 'Induction' *section 4.2.1 of* ***the Policy*** are used and / or explained and copies provided
- Those staff who work directly with children read **at least *Part one and Annex B of KCSIE*** and ***Section 3 of the Early Years Foundation Stage (EYFS) statutory framework***
- The senior leadership team and above (and especially the DSL) read ***the whole of KCSIE*** and ***Section 3 of the Early Years Foundation Stage (EYFS) statutory framework***
- Working with the senior leadership team and especially the DSL, that those staff who do not work directly with children read ***Part one***
- A proportionate risk-based approach is taken to the level of information that is provided to temporary staff and volunteers
- Safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning. Whilst considering training requirements, Directors should have regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and require teachers to have a clear understanding of the needs of all children
- Children are taught about safeguarding, including online safety, through teaching and learning opportunities and a broad, balanced curriculum – for details for individual schools – ***see the section on School Specific Details*** **in** ***the Policy***. The Board recognises that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some children with SEND might be needed
- The Board and the senior leadership teams, especially the DSLs and DDSL(s), are aware of and follow their local arrangements, including the local criteria for action and the local protocol for assessment. They also ensure they are reflected in their own policies and are prepared to supply information as requested by the safeguarding partners
- The schools contribute to multi-agency working in line with statutory guidance *"Working Together To Safeguard Children"*
- Arrangements are in place that set out clearly the processes and principles for sharing information within the schools and with children's social care, the safeguarding partners, other organisations, agencies, and practitioners as required
- Relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the data protection laws
- Information is provided to the local authority (on behalf of the *CPNSCP*) through the Section 175 Safeguarding Audit and other information, as requested
- Systems are in place, well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback
- Children's wishes and / or feelings are taken into account when determining what action to take and services to provide (voice of the child).

- Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, the schools are doing all that they reasonably can to limit children's exposure to the risks from the School / Trust's IT system. As part of this process, the Board should ensure the schools have appropriate filtering and monitoring systems in place to monitor staff and children's internet usage – see *paragraph 3.3.4 of* ***the Policy***
- The schools have appropriate safeguarding arrangements in place to respond to children who are absent from education, particularly on repeat occasions and / or for prolonged periods – *see section on 'Children Absent from Education' in paragraph 5.1.2 of* ***the Policy***
- A designated teacher is appointed for each school who will work with the local authorities to promote the educational achievement of children who are looked after and those who were previously looked after and will ensure this person has appropriate training and the relevant qualifications and experience**.** For details of the current teacher at a school – ***see School Specific Details in the Policy***
- Staff have the knowledge and understanding to keep looked after children safe
- The Central Executive deals with any allegations of abuse made against the Headteacher, in liaison with one of the local authority Designated Officers (LADO) and in accordance with the provisions of ***Part four of KCSIE*** and the Trust's Allegations / Concerns Policy in relation to adults
- There are clear procedures for dealing with allegations of child-on-child abuse, including child-on-child sexual violence and sexual harassment
- Processes are in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour
- In the event that Alternative Provision has to be commissioned for a child the school will have regard to:
  - *Alternative Provision* DFE statutory guidance, and
  - *Education for children with health needs who cannot attend school* - GOV.UK.

Appendix B3 – Headteacher

The Headteacher of the school will ensure that:

- The Trust's and School's policies and procedures, and particularly concerning referrals of cases of suspected abuse and neglect, are effectively implemented, understood and followed by **all** staff
- Sufficient resources and time are allocated to enable the DSL and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children
- Safeguarding concerns and allegations about staff, including supply teachers, trainee teachers, volunteers and contractors working at the school are notified to the local authority Designated Officer (LADO) and that they follow the principles and procedures set out in ***Part four of KCSIE*** and the Trust's *Allegations / Concerns Policy in relation to adults*
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively, confidentially and effectively in a timely manner
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and, that if all else fails, to report these directly to the MASH or the Police.

Appendix C - Additional Advice and Support (extracted from KCSIE) and Other Useful Links

Additional Advice and Support

There is a wealth of information available to support schools and colleges. The following list is not exhaustive but should provide a useful starting point:

Abuse

- Centre of Expertise on Child Sexual Abuse has introduced new resources to help education professionals identify and respond to *concerns of child sexual abuse and abusive behaviours.*
- *Signs and indicators of child sexual abuse | CSA Centre*
- *What to do if you're worried a child is being abused* – DfE advice
- *Domestic abuse: Various Information/Guidance* – Home Office advice
- *Faith based abuse: National Action Plan* – DfE advice
- *Forced marriage resource pack*
- *Disrespect NoBody campaign – GOV.UK* – Home Office website
- *Tackling Child Sexual Abuse Strategy* – Home Office policy paper
- *Together we can stop child sexual abuse* – HM Government campaign

Bullying

- *Preventing bullying including cyberbullying* – DfE advice

Children Missing from Education, Home or Care

- *Children missing education* – DfE statutory guidance
- *Children who run away or go missing from home or care* – DfE statutory guidance
- *Missing Children and Adults strategy* – Home Office strategy

Children with Family Members in Prison

- The *Prisoners' Families Helpline* offers free, confidential support and advice for families in England and Wales who are in contact with the criminal justice system

Child Exploitation

- *Modern Slavery: statutory guidance for England and Wales (under s49 of the Modern Slavery Act 2015) and non-statutory guidance for Scotland and Northern Ireland (accessible version) - GOV.UK* – Modern Slavery Statutory Guidance
- *Interim guidance for ICTGs* - Independent Child Trafficking Guardianship Service guidance
- *Safeguarding children who may have been trafficked* – DfE and Home Office guidance
- *Care of unaccompanied migrant children and child victims of modern slavery* – DfE statutory guidance
- *Modern slavery: how to identify and support victims* – Home Office statutory guidance
- *Child exploitation disruption toolkit* – Home Office guidance
- *Preventing Child Sexual Exploitation* – The Children's Society and Home Office
- *County Lines Toolkit For Professionals* – The Children's Society in partnership with Victim Support and National Police Chiefs' Council
- *Multi-agency practice principles for responding to child exploitation and extra-familial harm* – non-statutory guidance for local areas, developed by the Tackling Child Exploitation (TCE) Support Programme, funded by the Department for Education and supported by the Home Office, the Department for Health and Social Care and the Ministry of Justice

- *What is county lines and child criminal exploitation? - Missing People* advice
- *SafeCall - Missing People* - SafeCall is a national free, confidential and anonymous helpline and support service for young people and family members that are affected by missing, county lines and criminal exploitation. Confidential support and webinars are also available to professionals
- *County Lines Support and Rescue | Catch22* - A specialist support and rescue service for young people and their families who are criminally exploited through county lines. (The service currently operates from London, Merseyside, the West Midlands, West Yorkshire and Greater Manchester)

Confidentiality

- *Gillick competency Fraser guidelines* – Guidelines to help with balancing children's rights along with safeguarding responsibilities

Drugs

- *From harm to hope: A 10-year drugs plan to cut crime and save lives* – Home Office strategy
- *Honest information about drugs* – Talk to Frank website
- *Drug and Alcohol education – teacher guidance & evidence review* – PSHE Association

Honour or Faith-based Abuse, including FGM and Forced Marriage

- *Female genital mutilation: information and resources* – Home Office guidance
- *Female genital mutilation: multi agency statutory guidance* – DfE, Department for Health, and Home Office
- *Forced marriage* – Forced Marriage Unit (FMU) resources
- *Forced marriage* – Government multi-agency practice guidelines and multi-agency statutory guidance
- *FGM resource pack* – HM Government guidance

Health and Well-being

- *Rise Above: Free PSHE resources on health, wellbeing and resilience* – Public Health England
- *Supporting pupils at schools with medical conditions* – DfE statutory guidance
- *Mental health and behaviour in schools* – DfE advice
- *Overview - Fabricated or induced illness* – NHS advice

Homelessness

- *Homelessness code of guidance for local authorities* - Ministry of Housing, Communities and Local Government guidance

Information Sharing

- *Government information sharing advice* – Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers
- *Information Commissioner's Office: Data sharing information hub* – Information to help schools and colleges comply with UK data protection legislation including UK GDPR

Online Safety Advice

- *Childnet* – Provides guidance for schools on cyberbullying
- *Educateagainsthate* – Provides practical advice and support on protecting children from extremism and radicalisation
- *London Grid for Learning* – Provides advice on all aspects of a school or college's online safety arrangements
- *NSPCC E-safety for schools* – Provides advice, templates, and tools on all aspects of a school or college's online safety arrangements
- *Safer recruitment consortium* – 'Guidance for safe working practice', which may help ensure staff behaviour policies are robust and effective

- *Searching screening and confiscation* – Departmental advice for schools on searching children and confiscating items such as mobile phones
- *South West Grid for Learning* – Provides advice on all aspects of a school or college's online safety arrangements
- *Online Safety Audit Tool* – From UK Council for Internet Safety to help mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring
- *Online safety guidance if you own or manage an online platform* – DCMS advice
- *A business guide for protecting children on your online platform* – DCMS advice
- *UK Safer Internet Centre* – Provides tips, advice, guides and other resources to help keep children safe online
- *Understanding and responding to AI-generated child sexual abuse material:* guidance from the National Crime Agency's CEOP Education programme in collaboration with the Internet Watch Foundation
- *Financially motivated sexual extortion (FMSE)*: guidance for education settings on FMSE from the National Crime Agency's CEOP Education programme

Online Safety Relating to Remote Education, Virtual Lessons and Live Streaming

- *Guidance Get help with remote education* – Resources and support for teachers and school leaders on educating pupils and students
- *Departmental guidance on safeguarding and remote education* – Including planning remote education strategies and teaching remotely
- *London Grid for Learning* – Guidance, including platform-specific advice
- *National Cyber Security Centre* – Guidance on choosing, configuring and deploying video conferencing
- *UK Safer Internet Centre* – Guidance on safe remote learning

Online Safety – Support for Children

- *Childline* – For free and confidential advice
- *UK Safer Internet Centre* – To report and remove harmful online content
- *CEOP Safety Centre* – to report online child sexual abuse

Online Safety - Parental Support

- *Childnet* – Offers a toolkit to support parents and carers of children of any age to start discussions about their online life, and to find out where to get more help and support
- *Commonsensemedia* – Provides independent reviews, age ratings, & other information about all types of media for children and their parents
- *Government advice* – About protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying
- *Help your child stay safe online - Kids Online Safety* – includes practical information from trusted places to help parents feel more confident on the steps they can take to protect their child online
- *Internet Matters* – Provides age-specific online safety checklists, guides on how to set parental controls, and practical tips to help children get the most out of their digital world
- *How Can I Help My Child?* – Marie Collins Foundation – Sexual abuse online
- *London Grid for Learning* – Provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- *Stopitnow* resource from *The Lucy Faithfull Foundation* – Can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)
- *CEOP Education* – Provides information, guidance and resources for support for parents and carers, helping them to protect their child(ren) from online sexual abuse
- *Parentzone* – Provides help for parents and carers on how to keep their children safe online

- *Talking to your child about online sexual harassment: A guide for parents* – This is the Children's Commissioner's parental guide on talking to their children about online sexual harassment
- 2019 UK CMOSs' advice - *UK CMO commentary on screen time and social media map of reviews - GOV.UK*

Private Fostering

- *Private fostering: local authorities* – DfE statutory guidance

Radicalisation

- *Prevent duty guidance* – Home Office guidance
- *The Prevent duty: safeguarding learners vulnerable to radicalisation* - DfE advice
- *Educate Against Hate website* – DfE and Home Office guidance
- *Prevent for FE and Training* – Education and Training Foundation (ETF)
- *Extremism and Radicalisation Safeguarding Resources* – Resources by London Grid for Learning
- *Managing risk of radicalisation in your education setting* – DfE advice

Serious Violence

- *Serious violence strategy* – Home Office strategy
- *Factors linked to serious violence and how these factors can be used to identify individuals for intervention* – Home Office
- *Youth Endowment Fund* – Home Office
- *Gangs and youth violence: for schools and colleges* – Home Office advice
- *Tackling and girls strategy* – Home Office strategy
- *Violence against women and girls: national statement of expectations for victims* – Home Office guidance

Sexual Harassment and Sexual Violence Specialist Organisations

- *Barnardo's* – UK charity caring for and supporting some of the most vulnerable children and young people through their range of services
- *Lucy Faithfull Foundation* – UK-wide child protection charity dedicated to preventing child sexual abuse. They work with families affected by sexual abuse and also run the confidential Stop it Now! Helpline
- *Marie Collins Foundation* – Charity that, amongst other things, works directly with children, young people, and families to enable their recovery following sexual abuse
- *NSPCC* – Children's charity specialising in child protection with statutory powers enabling them to take action and safeguard children at risk of abuse
- *Rape Crisis* – National charity and the umbrella body for their network of independent member Rape Crisis Centres
- *UK Safer Internet Centre* – Provides *https://www.saferinternet.org.uk/advice-and- resources* to children, young people, parents, carers and schools about staying safe online

Harmful Sexual Behaviour

- *Rape Crisis (England & Wales)* or *The Survivors Trust* – For information, advice, and details of local specialist sexual violence organisations
- *NICE guidance* – Contains information on, amongst other things: developing interventions; working with families and carers; and multi-agency working
- *HSB toolkit* – The Lucy Faithfull Foundation – designed for parents, carers, family members and professionals, to help everyone play their part in keeping children safe. It has links to useful information, resources, and support as well as practical tips to prevent harmful sexual behaviour and provide safe environments for families
- The Lucy Faithfull Foundation also run *shorespace.org.uk* which provides a safe and anonymous place for young people to get help and support to prevent harmful sexual behaviours

- *NSPCC Learning: Protecting children from harmful sexual behaviour* and *NSPCC - Harmful sexual behaviour framework* – Free and independent advice about HSB
- *Contextual Safeguarding Network – Beyond Referrals (Schools)* – Provides a school self- assessment toolkit and guidance for addressing HSB in schools
- *Preventing harmful sexual behaviour in children - Stop It Now* – Provides a guide for parents, carers and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline

Support for Victims

- *Anti-Bullying Alliance* – Detailed information for anyone being bullied, along with advice for parents and schools. Signposts to various helplines and websites for further support
- *Rape Crisis* – Provides and signposts to a range of services to support people who have experienced rape, child abuse or any kind of sexual violence
- *The Survivors Trust* – UK-wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence and child sex abuse
- *Victim Support* – Supporting children and young people who have been affected by crime. Also provides support to parents and professionals who work with children and young people – regardless of whether a crime has been reported or how long ago it was
- *Childline* – Provides free and confidential advice for children and young people

Toolkits

- *NSPCC* – Online Self-assessment tool to ensure organisations are doing everything they can to safeguard children
- *NSPCC* – Resources which help adults respond to children disclosing abuse
- NSPCC also provide free and independent advice about HSB: *NSPCC - Harmful sexual behaviour framework*
- *Safeguarding Unit, Farrer and Co. and Carlene Firmin, MBE, University of Bedfordshire* - Peer-on-Peer Abuse toolkit provides practical guidance for schools on how to prevent, identify early and respond appropriately to peer-on-peer abuse
- *Contextual Safeguarding Network* – Self-assessment toolkit for schools to assess their own response to HSB and levers for addressing HSB in schools
- *Childnet - STAR SEND Toolkit* – Equips, enables and empowers educators with the knowledge to support young people with special educational needs and disabilities (SEND)
- *Childnet - Just a joke?* – Provides lesson plans, activities, a quiz and teaching guide designed to explore problematic online sexual behaviour with 9–12-year-olds
- *Childnet - Step Up, Speak Up* – A practical campaign toolkit that addresses the issue of online sexual harassment amongst young people aged 13-17 years old
- *NSPCC - Harmful sexual behaviour framework* – An evidence-informed framework for children and young people displaying HSB
- Farrer & Co: *Addressing child on child abuse: a resource for schools and colleges* – This resource provides practical guidance for schools and colleges on how to prevent, identify early and respond appropriately to child-on-child abuse

Sharing Nudes and Semi-Nudes

- *London Grid for Learning-collection of advice* – Various information and resources dealing with the sharing of nudes and semi-nudes
- *UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people* – Advice for schools and colleges on responding to incidents of non-consensual making or sharing of nudes or semi-nudes

Support for Parents / Carers

- National Crime Agency's *CEOP Education Programme* – Provides information for parents and carers to help protect their child from online child sexual abuse, including *#AskTheAwkward - help to talk with your children about online relationships* – Guidance on how to talk to their children about online relationships

Local Contact Information & Useful Links

Multi-Agency Safeguarding Hub (MASH)

- **PCC** – 01733 864170; Online referral form is available at: *online referral form*

Local Authority Designated Officer (LADO) Teams

PCC:

- Online referral form is available at: *Referral Form*
- Email Address: LADO@peterborough.gov.uk
- Contact Telephone Number: 01733 864038

Safeguarding Children Partnership (SCP)

- **PCC:** *Cambridgeshire and Peterborough Safeguarding Partnership Board*

Thresholds Documents

- **PCC:** *Threshold Document - Continuum of Help and Support*

Early Help / Family Help Teams

- **PCC:** *Early Help and Targeted Support | Peterborough City Council*

School Support Partnership Teams

- **NNC:** *Support for schools - help with a child's attendance issues | North Northamptonshire Council*
- **WNC:** *School Attendance Support Service (SASS) - WNC | West Northamptonshire Council*
- **PCC:** *School Attendance Team*
- **RCC:** *School Support Partnership (SSP) | Rutland County Council*

Community Safety Teams

- **PCC:** *Community safety | Peterborough City Council*

Prevent

- **PCC:** *Prevent | Cambridgeshire Constabulary*
  - Online referral form available at: *Refer someone to the Prevent Team | Cambridgeshire Constabulary*

Safeguarding Adults Access Advice

- **PCC:** *Cambridgeshire and Peterborough Safeguarding Partnership Board*
  - Online referral form available at: *Referral-form-for-Safeguarding-Adults.docx*

National Contact Information & Useful Links

National Society for Prevention of Cruelty to Children (NSPCC)

- *http://www.nspcc.org.uk/*
- 0808 800 5000
- help@NSPCC.org.uk

Childline
- *http://www.childline.org.uk*
- 0800 1111

Child Exploitation and Online Protection (CEOP)
- *http://ceop.police.uk/*
- via Childline 0800 1111

Professionals Online Safety Helpline (UK Safer Internet Centre)
- *https://www.saferinternet.org.uk/helpline/professionals-online-safety-helpline*
- 0345 601 3203
- helpline@safeinternet.org.uk

Parents Protect (Safeguarding Information for Parents, Carers and Staff)
- *Parent's Protect - Stop It Now*
- 0808 1000 900

PREVENT (GOV.UK website)
- *https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty*

NSPCC Whistleblowing Helpline
- *Whistleblowing Advice Line | NSPCC*
- 0800 028 0285
- help@nspcc.org.uk