

Safeguarding and Child Protection Policy

2022-2023



Next review date September 2023



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1. Policy Statement and Principles

This policy is one of a series in the school's integrated safeguarding portfolio. It acknowledges and is in line with the guidance provided by our local safeguarding partnership and departmental advice and guidance;

- [Working Together to Safeguard Children \(2018\)](#)
- [Keeping Children Safe in Education September \(2022\)](#)
- [Early Years Foundation Stage Statutory Framework \(2021\)](#)
- [Governance Handbook \(2021\)](#)
- [Disqualification under the Childcare Act 2006 \(as amended 2018\)](#)
- [Human Rights Act 1998](#)
- [Equality Act 2010 \(as amended 2018\)](#)
- [Public Sector Equality Duty \(PSED\) \(2012\)](#)
- [Data Protection Act \(2018\)](#)
- [General Data Protection Regulations \(UK GDPR\) \(2018\)](#)
- [The Rehabilitation of Offenders Act 1974 \(as amended 2020\)](#)
- [Safeguarding Vulnerable Groups Act \(2006\) Schedule 4](#)
- [Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers \(2018\)](#)
- [Children and Social Workers Act \(2017\)](#)
- [The Counter-terrorism and Security Act 2015 \(section 26 Prevent duty\)](#)
- [Serious Crime Act \(2015\) \(section B of the Female Mutilation Act 2003 \(as inserted by section 74\)](#)
- [The Teacher Standards' \(2012\)](#)
- [The Children Acts 1989 \(as amended 2004 s52\)](#)
- [Part 3 of The Education \(Independent Schools Standards\) \(England\) Regulations 2014](#)

2. Child Protection Commitment Statement

Priory Woods School and Arts College is committed to safeguarding and promoting the welfare of all of its pupils and believes each pupil's welfare is of paramount importance. We believe that everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all staff make sure their approach is child-centered and consider, at all times, what is in the best interests of the child. We expect all those working in and with the school to share in this commitment.

Where the procedures contained in this policy refer to 'staff' this means all staff (paid or unpaid), volunteers, governors and those working in and with school.

We ensure that everyone working directly with children, reads at least Part one, Part five and Annex B of [Keeping Children Safe in Education September 2022](#), the School Staff Handbook, Safeguarding and Child Protection Policy, Behaviour Policy (which includes measures to prevent bullying including cyberbullying, prejudice-based and discriminatory bullying), understand their school's response to children missing education and [What to do if you're worried a child is being abused](#). In addition, early years staff have regard to the [Early Years Statutory Foundation Framework 2021](#). We fulfil our responsibilities by asking all staff to sign a declaration at the beginning of each academic year to say they have reviewed the provided guidance.

Priory Woods School and Arts College is a maintained school and as such its safeguarding arrangements are inspected by Ofsted under leadership and management.

3. Policy Principles

- Safeguarding is everyone's responsibility
- A child-centered and coordinated approach to safeguarding
- The welfare of the child is paramount and consider, at all times, what is in their best interest
- All children, regardless of sex, race, disability, religion or belief or sexual orientation, have equal rights to protection
- Pupils and staff involved in child protection issues will receive appropriate support

Policy Aims

- To establish a safe environment in which children can grow and flourish
- To ensure the School practices safe recruitment in checking for suitability for staff and volunteers to work with children
- To ensure all staff are aware of the signs and indicators of child abuse and neglect
- To raise awareness of all staff and identify their responsibility for reporting possible cases of abuse
- To support pupils who have been abused in accordance with his/her agreed child protection plan.
- To ensure effective communication between all members of staff when dealing with child protection issues;
- To outline the correct procedures for those who encounter an issue of child protection.

Definitions

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

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

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

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. 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 another child or children.

Children: Anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change their status or entitlements to services or protection.

Victims and alleged perpetrator(s)

Keeping children safe in education guidance uses the term 'victim'. It is a widely recognised and understood term. We understand that it is important that we recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. We are conscious of this when managing any incident and are prepared to use any term with which the individual child is most comfortable.

The use of 'alleged perpetrator(s)' and where appropriate 'perpetrator(s)'. Are widely used and recognised terms and the most appropriate to aid effective drafting of guidance. However, we think very carefully about terminology, especially when speaking in front of children, not least because in some



cases the abusive behaviour will have been harmful to the perpetrator as well. As above, the use of appropriate terminology will be considered as appropriate, on a case-by-case basis.

4. Roles and Responsibilities

Key personnel are contactable via the main school office: **01642 770540**

The Designated Safeguarding Lead (DSL) is: **Vicky McDermott**

The Deputy Designated Safeguarding Lead's (DDSL) are: **Emma Fox, Aimee Robinson, Janet Coyle, Lisa Connor, Kathrine Hughes, Kendra Hatcher and Alison Hooper**

The Designated Teacher for Looked After Children and Previously Looked After Children is:

Vicky McDermott

The Designated Teacher for Prevent is: **Vicky McDermott**

The Special Educational Needs and Disabilities Coordinator is: **Vicky McDermott**

The Mental Health Champion is: **Kathryn Thompson**

The Chair of Governors is: **Jenny Dalby**

The Nominated Safeguarding Governors is: **David Mudd**

The Prevent Governor is: **David Mudd**

Contact details for the local authority can be found [HERE](#)

The governing body ensures that the school:

- has regard to and complies with their duties under legislation and guidance to ensure that adopted policies (particularly those concerning referrals of cases of suspected abuse and neglect), are understood and followed by all staff
- have a senior board level lead to take leadership responsibility for safeguarding arrangements
- ensures that all governors receive appropriate safeguarding and child protection (including online) training from induction to equip them with the knowledge to provide strategic challenge to test and assure themselves that policies and procedures are effective and support delivery of a robust whole school approach. Governors and trustees will read Keeping Children Safe in Education 2022 in its entirety
- be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty and the local authority safeguarding arrangements)
- facilitate a whole school approach to safeguarding, ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development operating with the best interest of the child at their heart
- ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide
- ensure systems are in place, well promoted, easily understood and easily accessible for children, staff and parents to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback
- ensure their Safeguarding and Child Protection policy is effective and developed in accordance with locally agreed multi-agency safeguarding arrangements put in place by the three safeguarding partners. This policy is updated annually (as a minimum) and available via the school's website
- have an appropriate Staff Code of Conduct/Behaviour Policy which is regularly reviewed and includes, amongst other things, low-level concerns, allegations against staff, whistleblowing, acceptable use of technologies (including use of mobile devices), staff/pupil relationships and communications including the use of social media
- have appropriate safeguarding responses, which are understood by all staff, to children who go missing from education, particularly on repeated occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation and to help prevent the risk of their going missing in future
- hold more than one emergency contact for each pupil
- follow local authority procedures when removing a child from the school roll at standard and non-standard transition points
- follow the statutory guidance [Children Missing Education](#)

- provide agreed statutory and best practice guidance, policies and procedures to all staff on induction and a proportionate risk-based approach to the dissemination of information to temporary staff and volunteers
- suite of safeguarding policies is available publicly on the schools' website
- appoint a senior member of staff from the leadership team to the role of Designated Safeguarding Lead. Develop an explicit role-holder's job description which describes the broad area of responsibilities and activities related to the role (see [appendix 1](#))
- DDSL's are trained to the same standard as the DSL and all DSL/DDSL's undergo updated DSL training every two years to provide them with the knowledge and skills required to carry out their role. In addition to their formal training, update their knowledge and skills at regular intervals but at least annually. In the absence of the DSL, the DDSL's carry out those functions necessary to ensure the ongoing safety and protection of pupils
- whilst activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and will not be delegated
- DSL/DDSL's liaise with the three safeguarding partners, understand their role in the new local safeguarding arrangements and contributes to multi-agency working in line with [Working Together to Safeguard Children 2018](#) if named as a relevant agency the school is under a statutory duty to co-operate with published arrangements
- DSL/DDSL are available (during school hours) and appropriate cover arrangements are available for out of hours/out of term activities, to discuss any safeguarding concerns
- we recognise the importance of information sharing between practitioners and local agencies and arrangements are in place that sets out the process and principles for sharing information within school and with the three safeguarding partners, other organisations, agencies as practitioners as required
- are aware of the obligations, the [Data Protection Act 2018](#) and the UK GDPR duties place duties on schools and individuals to process personal information fairly and lawfully and to keep the information we hold safe and secure
- understand that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner. It would be legitimate to share information without consent where:
 - it is not possible to gain consent
 - it cannot be reasonably expected that a practitioner gains consent
 - if to gain consent would place a child at risk
 - not providing pupils' personal data where the serious harm test under the legislation is met
- fears about sharing information will not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. Understand that information can be shared without consent if there is a good reason to
- all child protection files for pupils who leave the school will be securely transferred, separately from the main pupil file to their new school, within 5 days and confirmation receipt will be obtained
- the DSL will consider if it would be appropriate to share any information with a pupil's new school in advance of a child leaving if the information would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives
- the DSL notifies all other key staff in school of the receipt of a pupil's child protection file from a transferring school as required
- a safeguarding training strategy where all staff undergo safeguarding and child protection training which includes online safety from induction, and which is regularly updated. Relevant staff undergo appropriate training to provide them with the skills and knowledge to safeguard children effectively this includes safer recruitment, online safety, FGM, prevent, child on child abuse including sexual violence and sexual harassment and all other identified safeguarding training needs, in accordance with latest guidance
- recognises the staff's expertise, experience and knowledge and encourages them to contribute to and shape safeguarding arrangements and safeguarding policies



- adhere to statutory responsibilities by having a written Recruitment and Selection Policy and procedures in place to prevent people who pose a risk of harm from working with children. Take proportionate decisions on whether to ask for any checks beyond what is required and ensuring all volunteers, undergo a risk assessment and if not fully checked, are appropriately supervised
- at least one person on any appointment panel has undertaken safer recruitment training
- have procedures for managing concerns/allegations, against staff, including supply teachers, contractors and volunteers, that might pose a risk of harm to children. As set out in Part four of Keeping Children Safe in Education and procedures are in place to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have, had they not resigned
- staff recognise that children are capable of abusing other children and understand the procedures to minimise the risk of child-on-child abuse
- staff understand their responsibilities for reporting and recording child protection or safeguarding arrangement concerns, disclosures and allegations
- have a robust and secure safeguarding reporting and recording system in place, to record all child protection concerns, disclosures, low-level concerns and allegations, along with case histories
- school leaders always take the child's wishes and feelings into account when determining what action to take and what service to provide, whilst operating with the best interests of the child at their heart
- appoints a designated teacher to work with local authorities to promote the educational achievement of registered pupils who are looked after. The designated teacher has responsibilities under sections 4 to 6 of the Children and Social Work Act 2017 for promoting educational achievement of children who were adopted from state care outside England and Wales. They are appropriately trained and have the relevant qualification and experience
- recognises that children with special educational need and disabilities (SEND) can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children those working directly with children understand they cannot agree to keep confidential a disclosure made by a child
- maintains and regularly reviews their single central record for completeness and accuracy, which covers all staff (including supply staff, and teacher trainees on salaried routes) who work at the school
- consider how children may be taught about safeguarding, including online safety, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through guidance under Relationships and Sex Education (RSE) and Personal, Social, Health and Economic education (PSHE) as laid out in Keeping Children Safe in Education 2022
- adheres to their responsibilities under The Human Rights Act 1998, The Equality Act 2010 and the Public Sector Equality Duty (PSED) 2012
- do all that we reasonably can to limit children's exposure to the above risks from the school's IT system by ensuring schools' have appropriate filtering and monitoring
- systems in place and regularly review their effectiveness with careful consideration to ensure that 'over blocking' does not lead to unreasonable restrictions as to what children can be taught with regards online teaching and safeguarding, in line with [Keeping Children Safe in Education](#) guidance

The school's chair of governors takes responsibility for liaising with the local authority and other agencies in the event of an allegation being made against the headteacher.

The headteacher ensures:

- safeguarding policies adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are implemented and followed by all staff
- all staff read at least Part one, Part five and Annex B of Keeping Children Safe in Education guidance, this policy, the school's Code of Conduct and/or Staff Handbook, Behaviour and Online Safety Policy

and What to Do if You're Worried a Child is Being Abused, 2015 and that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities

- all child protection concerns, and disclosures are taken as an utmost priority, actioned immediately, recorded on the school's CPOM system and followed up by the DSL ensuring the schools safeguarding and child protection policies and procedures are fully adhered to and at all stages utmost confidentiality is observed
- there is sufficient time, training, support and resources, including cover arrangements, when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
 - all staff undergo an induction and are provided with the following, as a minimum:
 - the Safeguarding and Child Protection Policy
 - the Behaviour & Online Safety Policy
 - the Staff Code of Conduct/Staff Handbook
 - the school's safeguarding response to children who go missing from education
 - Part one & Part five of Keeping Children Safe in Education & Annex B
 - What to do if you are worried a child is being abused
 - Safeguarding and Child Protection Training inc. online safety awareness
 - other safeguarding policies/training relevant to their role
- all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with our whistleblowing procedures
- children are taught about safeguarding, including online safety, through teaching and learning opportunities, as part of providing a broad and balanced curriculum
- liaison with the Local Authority Designated Officer (LADO) where an allegation is made against a member of staff, supply teacher or contractor, before taking any action
- relevant staffing ratios are met, where applicable
- each child in Early Years Foundation Stage is assigned a key person

The Designated Safeguarding Lead and Deputy Safeguarding Leads (DSL/DDSL):

Our DSL is a member of the senior leadership team. Our DSL and DDSL's are most likely to have a complete safeguarding picture and are the most appropriate person to advise on the appropriate response to safeguarding concerns including children missing education, child on child, sexual violence and sexual harassment and serious violent crime. The DSL will take the lead on safeguarding arrangements, liaise and contribute to multi-agency working and the safeguarding partners in line with Working Together to Safeguard Children 2018.

The DSL and DDSL will have a working knowledge of changes in local safeguarding arrangements and ensure each member of staff, especially new and part time staff, have access to, and understands, the school's safeguarding procedures and suite of policies. Encouraging a culture of listening to children among staff and taking account of their wishes.

The DSL and DDSL will liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NPCC- When to call the police should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do. They will understand their local criteria for action and the local protocol for assessment.

The DSL will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. This includes, allowing access for children's social care and where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.



Information sharing is vital in identifying and tackling all forms of abuse and neglect, and promoting children's welfare, including educational outcomes. As part of meeting a child's needs the DSL will recognise the importance of information sharing between practitioners, local agencies and staff following the guidelines [Information sharing advice for practitioners providing safeguarding services to children](#).

The DSL and DDSL will undergo training to provide them with the knowledge and skills required to carry out their role. DSL training will be updated every two years. In addition to the formal training set out above, their knowledge and skills will be updated at regular intervals and at least annually, to keep them up with any developments relevant to their role including Prevent, FGM and Online safety.

During term time, the DSL/DDSL will be available for staff to discuss safeguarding concerns. Safeguarding arrangements for out of hours/out of term activities will be agreed between the senior leadership team and DSL/DDSL to ensure adequate and appropriate cover is available at all times.

Designated Safeguarding Lead Role Description [appendix 1](#).

The Role of Staff:

Our school staff are particularly important as they are in a strong position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating. All staff understand that they have a responsibility to provide a safe environment in which children can learn and should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in the child's life, from foundation years through to teenage years. (See further details under [Early Help section](#)).

Priory Woods School and Arts College is committed to protecting and safeguarding the welfare of all children in our care and expect all staff to share in this commitment.

School staff will:

- be aware of the systems within school which supports safeguarding
- know who their DSL/DDSL/safeguarding team is in school and what their role in safeguarding is
- if they have a concern about a child's welfare or a child tells them they are being abused immediately follow the school's child protection procedures
- read at least Part one, Part five and Annex B of Keeping Children Safe in Education, What to do if you're worried a child is being abused 2015, the school's Staff Handbook, Staff Behaviour and Online Safety Policy and the school's safeguarding response to children who go missing from education, immediately raising any concerns they may have around discharging their role and responsibilities with the DSL
- understand safeguarding and promoting the welfare of children is everyone's responsibility and will consider, at all times, what is in the best interest of the child
- be aware that children may not feel ready or know how to tell someone that they may not recognise their experiences as harmful. This will not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child
- staff understand the importance to determine how best to build trusted relationships with children which facilitate communication
- follow the Teachers' Standards 2012, which state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties
- regularly attend appropriate safeguarding and child protection training/updates including online safety, as required, but at least annually
- be aware of their local early help process and the process for making referrals to children's social care, the statutory assessment under the Children Act 1989, especially section 17 (children in need) section 47 (a child suffering, or likely to suffer, significant harm) and understand their role they might be expected to play in such assessments
- understand what to do if a child tells them they are being abused, exploited or neglected and maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the DSL and children's social care



- never promise a child they will not tell anyone about a report of abuse
- have a zero tolerance reassure victims that they are being taken seriously and that they will be supported and kept safe
- never give a victim the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment
- ensure a victim is never made to feel ashamed for making a report
- provide professional challenge
- if in exceptional circumstances, the DSL/DDSL is not available, consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the DSL/DDSL as soon as is practically possible
- understand that they and the school play a crucial role in preventative education and that this is most effective in the context of a whole-school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment
- assume a colleague or another professional will take action and share information that might be critical in keeping children safe
- will be aware of the signs of abuse and neglect and maintain an attitude of 'it could happen here'
- follow the school's referral process if they have a concern
- understand that if a child is in immediate danger or is at risk of harm, they can make an immediate referral to children's social care and/or the police. Informing the DSL as soon as possible that a referral has been made
- if after a referral the child's situation does not appear to be improving, will press for reconsideration to ensure their concerns have been addressed until the child's situation improves
- know how to manage the requirement to maintain an appropriate level of confidentiality and follow the published information sharing guidance
- record on the school's child protection reporting system all concerns, discussions and decisions made and the reason for the decision
- use the DSL as a source of support and safeguarding knowledge
- refer concerns about the behaviour of another staff member, supply teacher, contractor or volunteer, immediately to the headteacher
- If the concern is about the headteacher, refer their concern immediately to the chair of governors

5. Child Protection Procedures

Recognising abuse

To ensure that our pupils are protected from harm, we need to be aware of all indicators of abuse and neglect. Knowing what to look for is vital for early identification of abuse or neglect. All staff must follow the procedures set out below and be aware of indicators of abuse and neglect, including exploitation, so that they are able to identify cases of children who may need of help or protection. This includes understanding specific safeguarding issues such as child criminal exploitation and child sexual exploitation. Staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore staff should be vigilant and if they are unsure, they should always speak to the designated safeguarding lead or deputy.

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. 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 another child or children.

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.

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

Sexual abuse:

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Females can also be abusers as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer-on-peer abuse) in education and all staff should be aware of it and their school's policy and procedures for dealing with it.

Neglect:

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 involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Safeguarding issues

All staff are aware of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nudes and semi-nudes (also known as youth produced sexual imagery) put children in danger.

All those working in school understand their local authority's child protection reporting procedures which are consistent with [Working Together to Safeguard Children 2018](#) and [What to do if you're worried a child is being abused 2015](#). [Annex B](#) of Keeping Children Safe in Education also includes information on further issues all staff should be aware of, including child abduction and community safety incidents, children's involvement in the court system, children with family members in prison and cybercrime.

It is **not** the responsibility of the staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All those working directly with children, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils must be immediately reported and recorded following the school's child protection procedures and discussed with the DSL, prior to any discussion with parents.

Staff must immediately report to the DSL:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying

drawings or play)

- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding a person(s) who may pose a risk to children (e.g. living in a household with children present)

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

It is very important that staff report their concerns – they do not need 'absolute proof' that the child is at risk.

If you are concerned about a pupil's welfare

There will be occasions when staff may suspect that a pupil may be at risk but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine to ask the pupil if they are OK or if they can help in any way.

All concerns should be reported on the school's child protection reporting system or complete a cause for concern form. If the pupil does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they should immediately discuss their concerns with the DSL.

If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member must let the pupil know they cannot keep the information secret but will keep it private and only pass it on to those who can help them. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the pupils staff will:

- allow them to speak freely
- listen to and take seriously any disclosure or information that a child may be at risk of harm
- remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- not be afraid of silences – remember how hard this must be for the pupil
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil's mother think about all this
- clarify the information
- at an appropriate time tell the pupil that in order to help them, the member of staff or volunteer must pass the information on

- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any lead alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the DSL
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be the staff member's way of being supportive but may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next. The pupil may agree to go to see the DSL, otherwise let them know that someone will come to see them before the end of the day
- reassure the child that they are being taken seriously and that they will be supported and kept safe
- report verbally to the DSL even if the child has promised to do it by themselves
- write up their conversation immediately on the school's child protection reporting system or cause for concern form and speak with the DSL to make sure they have received it
- if appropriate, make a referral to children's social care and/or the police directly and tell the DSL as soon as possible that you have done so
- do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process
- seek support if they feel distressed

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the DSL in order that s/he can make an informed decision of what to do next.

Taking action

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

Key points to remember for taking action are:

- report your concern to the DSL immediately
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- report on the school's child reporting system or complete a cause for concern form
- in an emergency take the action necessary to help the child, refer to police or children's social care
- seek support for yourself if you are distressed.

Action by the DSL

Following any information raising concern, the DSL will consider:

- any urgent medical needs of the child
- making an enquiry to find out if the child is subject to a Child Protection Plan by ringing the local safeguarding partners
- discussing the matter with other multi-agencies involved with the family
- consulting with appropriate persons e.g. children's social care or police
- the child's wishes

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to children's social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately



OR

not to make a referral at this stage, recording their reasons and decision why not to do so
if further monitoring is necessary
if it would be appropriate to undertake an assessment by referring to early help

An early help approach incorporates early help to child protection cases, looked after children and those with special needs by providing support as soon as a concern emerges, placing the child at the heart of the process and building a safety network around their care.

All information and actions taken, including the reasons for any decisions made, must be fully documented. All referrals to children's social care will be followed up in writing within 24 hours following the local safeguarding partners procedures.

Recording and Monitoring

Accurate records must be made immediately and will clearly distinguish between observation, fact, opinion and hypothesis. Any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

Concerns should ideally be recorded on the school's CPOM system, if recorded on a cause for concern form they will be signed and dated.

All manual cause for concern forms and/or child protection documents will be retained in a 'Child Protection' file, separate from the pupil's main file. This will be locked away and only accessible to the safeguarding team. These records will be transferred to any forwarding school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of DSL'. If the child goes missing from education or is removed from roll to be educated at home, then any child protection file will be sent to the local authority.

All concerns, discussions and decisions made, and the reasons for those decisions will be recorded in writing. Our records will include a clear and comprehensive summary of the concern, how the concern was followed up and resolved, decisions reached and outcomes.

6. Action to take for Safeguarding Concerns or Allegations

We have our own procedures for dealing with concerns and/or allegations against those working in or behalf of their school in a paid or unpaid capacity, this includes, members of staff, supply teachers, volunteers and contractors.

We follow the procedures as laid out in Part four, Keeping Children Safe in Education which has two sections covering the two levels of allegations/concerns and are consistent with local safeguarding procedures and practice guidance.

1. Allegations that may meet the harms threshold
2. Allegation/concerns that do not meet the harms threshold – referred to for the purposes of this guidance as 'low level concerns'

Section one: Allegations that may meet the harms threshold

This section is in line with Part four, Keeping Children Safe in Education guidance is about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school. This guidance should be followed where it is alleged that anyone working in the school that provides education for children under 18 years of age, including supply teachers, volunteers and contractors has:

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



- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

We will aim to deal with any allegation of concern of abuse with common sense, quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is subject to the allegation.

There are two aspects to consider when an allegation is made:

1. **Looking after the welfare of the child** - the DSL is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care
2. **Investigating and supporting the person subject to the allegation** - the case manager (headteacher or chair of governors) should discuss with the Local Authority Designated Office (LADO), the nature, content and context of the allegation, and agree a course of action.

We will understand their local authority arrangements for managing allegations, including the contact details and what information the LADO will require when an allegation is made. Before contacting the LADO, we will conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

For example:

- was the individual in the school at the time of the allegations?
- did the individual, or could they have, come into contact with the child?
- are there any witnesses?
- was there any CCTV footage?

The case manager will understand their local policy and guidance including when to inform the individual of the allegation. If there is cause to suspect a child is suffering, or is likely to suffer significant harm, a strategy discussion involving the police and/or children's social care will be convened in accordance with the statutory guidance [Working Together to Safeguard Children](#). If the allegation is about physical contact, for example restraint, the strategy discussion or initial evaluation with the LADO will take into account that teachers and other school staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour. Further information about the use of reasonable force can be found on [GOV.UK](#).

Where there is a concern about the welfare of other children in the community or the member of staff's family, this will be discussed with the DSL and a risk assessment made. It may be necessary for the DSL to make a referral to children's social care.

Suspension

Suspension will not be an automatic response when an allegation is reported. All options to avoid suspension should be considered prior to taking that step.

Based on an assessment of risk, we will consider alternatives such as:

- redeployment within the school so that the individual does not have direct contact with the child or children concerned
- providing an assistant to be present when the individual has contact with children
- redeploying to alternative work in the school so the individual does not have unsupervised access to children
- moving the child or children to classes where they will not come into contact with the member of staff, but this decision should only be made if it is in the best interest of the child or children concerned and takes accounts of their views. It should be made, making it clear that this is not a punishment and parents have been consulted; or,
- temporarily redeploying the member of staff to another role in a different location, where available.



If in doubt, the case manager will seek views from the school's personnel adviser and the LADO at their local authority, as well as the police and children's social care where they have been involved.

Definitions of allegation outcomes

Substantiated: there is sufficient evidence to prove the allegation

Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive or cause harm to the person subject of the allegation

False: there is sufficient evidence to disprove the allegation

Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence

Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

- conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation
- discuss the allegation with the LADO and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, whether it is necessary to involve the police and/or children's social care services and agreed what information can be shared with the individual
- inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the LADO (and the police or children's social care services, where necessary).
- where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the LADO, police and/or children's social care services, as appropriate
- if immediate suspension is considered necessary, agree and record the rationale for this with the LADO. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- if it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the LADO what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- if it is decided that further action is needed, agree next steps with the LADO to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
- inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- keep the parents or carers of the child/children involved informed of the progress of the case only. No information will be shared regarding the staff member
- make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child



If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, they will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency (TRA).

Supply teachers and all contracted staff

In some circumstances we will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply because agencies will have their own policies and procedures; for example, supply teachers or contracted staff provided by an employment agency or business. Whilst we are not the employer of supply teachers, they will ensure allegations are dealt with properly. In no circumstances should a school decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. Governing bodies will discuss with the supply agency or agencies where the supply teacher is working across a number of schools, whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

Agencies should be fully involved and co-operate with any enquiries from the LADO, police and/or children's social care. The school will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school are under the supervision, direction and control of the governing body or proprietor when working in the school. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency or agencies are taken into account by the school during the investigation.

When using a supply agency, we will inform the agency of its process for managing allegations but also take account of the agency's policies and their duty to refer to the DBS as personnel suppliers. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

Action following a criminal investigation or prosecution

The police should inform the LADO and the employer immediately when:

- a criminal investigation and any subsequent trial is complete
- it is decided to close an investigation without charge
- it is decided not to continue to prosecute after the person has been charged.

The LADO should discuss with the case manager whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services as well as the different standard of proof required in disciplinary and criminal proceedings.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the TRA to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this. The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still



attending the school. Guidance and advice are usually provided via HR or the LADO.

Unsubstantiated, unfounded, false or malicious reports

If an allegation is determined to be unsubstantiated, unfounded, false or malicious, the LADO and the case manager should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. If a report is shown to be deliberately invented or malicious, the school, will consider whether any disciplinary action is appropriate against the individual who made it as per their own Behaviour Policy.

Confidentiality and information sharing

In an allegations management meeting or during the initial assessment of the case, the school will share all relevant information they have about the person who is the subject of the allegation, and about the alleged victim. Where the police are involved, wherever possible the school will ask the police to obtain consent from the individuals involved to share their statements and evidence for use in the employer's disciplinary process.

This will be done as their investigation proceeds and will enable the police to share relevant information without delaying the conclusion of their investigation or any court case.

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the LADO, police and children's social care services, as appropriate, to agree:

- who needs to know about the allegation and what information can be shared
- how to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- what, if any, information can be reasonably given to the wider community to reduce speculation
- how to manage press interest if, and when, it arises

Resignation and settlement agreements

Settlement agreements' (sometimes referred to as compromise agreements), by which a person agrees to resign if the employer agrees not to pursue disciplinary action and both parties agree a form of words to be used in any future reference, will not be used, where there are allegations that indicate the person is a risk or poses a risk of harm to children or deemed not suitable to work with children.

We will not cease their investigations if the person leaves, resigns or ceases to provide their services.

It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate. Wherever possible, the accused will be given full opportunity to answer the allegation and make representations about it. The process of recording the allegation and any supporting evidence and reaching a judgement about whether it can be substantiated or otherwise on the basis of all the information available, will continue even if the accused does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete, but it is important to reach and record an outcome wherever possible. The person concerned will be notified of the conclusion of the allegations and sanctions that might be posed.

Other than where allegations are false, malicious, unsubstantiated, or unfounded, the outcome will be made clear when providing references to prospective employers. We understand that this is particularly important where the person moves into another position involving working with children.

It is not appropriate to reach a settlement/compromise agreement if the person subject to the allegation resigns or their services cease to be used.

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the



criteria above and store them on the individual's confidential personnel file for the duration of the case.

The records of any allegation that, following an investigation, are found to be malicious or false will be removed from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- a clear and comprehensive summary of the allegation
- details of how the allegation was followed up and resolved
- notes of any action taken, decisions reached and the outcome as categorised above
- a declaration on whether the information will be referred to in any future reference

In these cases, the school will provide a copy to the individual, in agreement with children's social care or the police as appropriate.

Where records contain information about allegations of sexual abuse, schools will acknowledge their obligations and will preserve these for the [Independent Inquiry into Child Sexual Abuse \(IICSA\)](#), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

Learning lessons

After any cases where the allegations are substantiated, the case manager will review the circumstances of the case with the LADO to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- issues arising from the decision to suspend the member of staff
- the duration of the suspension
- whether or not the suspension was justified
- the use of suspension when the individual is subsequently reinstated.

We will consider how future investigations of a similar nature could be carried out without suspending the individual.

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

Non-recent allegations

Abuse can be reported, no matter how long ago it happened. We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

Governors

If an allegation is made against a governor, we will follow local procedures. Where an allegation is substantiated, we will follow the procedures to consider removing them from office.

Section 2: Concerns that do not meet the harm threshold

This section is in line with Part four, Keeping Children Safe in Education guidance. It includes the procedures for dealing with concerns (including allegations).

Concerns may arise through, for example:

- suspicion
- complaint



- disclosure made by a child, parent or other adult within or outside the school
- result of a pre-employment vetting check undertaken

We recognise the importance of responding to and dealing with any concerns in a timely manner, about all adults, working in or on behalf of the school (including supply teachers, volunteers and contractors), are dealt with promptly and appropriately to safeguard the welfare of children. We aim to create a culture in which all concerns about adults (including allegations that do not meet the harms threshold) are shared responsibly and with the right person, recorded and dealt with appropriately. If we implement this correctly, this should encourage an open and transparent culture; enable us to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the Staff Code of Conduct/Staff Handbook, including inappropriate conduct outside of work
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO

Examples of such behaviour could include, but are not limited to:

- being overly friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating or offensive language

Staff Code of Conduct

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately.

We will create a whole school culture by:

- ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- empowering staff to share any low-level concerns
- addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- helping to identify any weakness in the school's safeguarding system
- encourage staff to feel confident to self-refer

Sharing low-level concerns

Low-level concerns about a member of staff, supply staff, volunteer or contractor will be reported as per our reporting procedures. Reports about supply staff and contractors will be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Responding to low-level concerns

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously
- to the individual involved and any witnesses



The headteacher will use the information collected to categorise the type of behaviour and determine what further action may need to be taken, in line with the school's Staff Behaviour Policy and/or the Staff Code of Conduct/Staff Handbook and Low-level Concerns Policy.

Recording low-level concerns

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken. The name of the individual sharing their concerns will also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

Records will be:

- kept confidential, held securely and comply with the DPA 2018 and GDPR
- reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.
- where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold, we will refer it to the LADO
- consideration will be given as to whether there are any wider cultural issues within the school that enabled the behaviour to occur. Where appropriate the school will revise policies or provide extra training to minimise the risk happening again
- be retained at least until the individual leaves employment at the school

References

We will not include low-level concerns in references unless:

- the concern (or group of concerns) has met the threshold for referral to the LADO and is found to be substantiated; and/or
- the concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

FURTHER INFORMATION

7. Abuse of Trust

All staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, under the [Sexual Offences Act 2003](#), it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

The school's Code of Conduct/Staff Handbook sets out our expectations of staff and is provided to all staff members at induction.

8. Allegations Against Staff and Other Adults in School

If an allegation is made against a member of staff, we will follow set procedures as laid out in Part four of Keeping Children Safe in Education and their local safeguarding partners arrangements. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils, and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is subject of the allegation. Suspension is not the automatic



response when an allegation is reported; all options to avoid suspension will be considered prior to taking that step. Allegations against staff should be reported to the headteacher without delay. Where that is not possible it should be reported to the DSL. Allegations against the headteacher should be reported to the chair of governors without delay. Staff may also report their concerns directly to local authority children's social care, the police or [the NSPCC whistleblowing](#) helpline, if they believe direct reporting is necessary to secure action.

9. Children Missing Education (CME)

All staff are made aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, forced marriage come from Gypsy, Roma or Traveller families or new migrant families. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

We understand our duty to have an Admission and Attendance Register and place all pupils on both. The school follows its duty to report to the local authority if a pupil fails to attend school on an agreed start date, fails to attend school regularly, or has been absent without our permission for 10 school days or more, at such intervals as instructed by the local authority. They will notify the local authority, within five days, when a pupil's name is added to the Admission Register. When a pupil's name is deleted from the Register, they will notify the local authority as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted, as set out in the [Education \(Pupil Registration\) \(England\) Regulations 2006](#) as amended.

Excellent attendance is expected of all children, but when children are unwell parents are expected to confirm absence by telephone/text immediately. If there is no notification each school has a policy for following up non-attendance to ascertain each child's whereabouts.

Each school works closely with the local authority whenever a child's attendance and punctuality causes concern. Positive measures are in place to encourage children to attend regularly and punctually and the school is aware of its right to take legal action against parents who do not ensure good attendance and punctuality.

We have dedicated staff who will monitor unauthorised absence, particularly where children go missing on repeated occasions and follow local authority procedures.

We have regard to the statutory guidance [Children Missing Education](#).

10. Child Criminal & Sexual Exploitation (CCE & CSE)

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

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims



despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

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.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative 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 for example through others sharing videos or images of them on social media.

CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited for example they believe they are in a genuine romantic relationship.

The department provide: [Child sexual exploitation: guide for practitioners](#)

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], 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, pupil 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 and are subsequently found in areas away from their home
- have been the victim or 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



- 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 and The Children's Society County Lines Toolkit For Professionals](#)

11. Child on Child Abuse

Staff in our schools are aware that children can abuse other children. This can happen both inside and outside of school as well as online. All staff should be able to recognise the indicators and signs of child-on-child abuse, be clear as to their school's policy and procedures, the important role they have to play in preventing and responding where they believe a child may be a risk of it.

All staff should understand that even if there are no reports in their schools it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy).

School staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. 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, 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.

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, otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- 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 sharing of nudes and semi-nudes* images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting**, 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
- 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.

* Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. Our school will follow GOV.UK's [Searching Screening and Confiscation Advice](#) for schools and [Sharing nudes and semi-nudes: Advice for education settings working with children and young people](#)

** The Voyeurism Offences Act, which was commonly known as the Upskirting Bill, came into force on 12 April 2019.

We believe child-on-child abuse is abuse and should never be tolerated or passed off as "banter", "part of growing up", "just having a laugh" or "boys being boys". Different gender issues can be prevalent when dealing with child-on-child abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and



sensitive approach in order that we can support all of our pupils. We will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Allowing children to express their views and give feedback and always operating with the best interests of the child at their heart.

Any form of abuse or harmful behaviour will immediately be reported to the DSL and will be dealt with immediately and consistently under the school's Behaviour Policy, to reduce the extent of harm to the child, with full consideration to impact on that individual child's emotional and mental health and well-being.

12. Children who are lesbian, gay, bi or trans (LGBT)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

LGBT inclusion is part of our statutory [Relationships Education, Relationship and Sex Education and Health Education](#) curriculum.

13. Complaints Procedure

Priory Woods School and Arts College complaint procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Any complaint will be taken seriously procedures followed by a senior member of as detailed in our Complaints Policy.

Complaints from staff are dealt with under the school's grievance and/or disciplinary procedures.

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with the school's procedures for dealing with allegations of abuse made against staff.

14. Confidentiality and Sharing Information

We have regard to HM Government advice: [Information sharing advice for safeguarding practitioners 2018](#) and those working for and on behalf of the school, will ensure that all data about pupils is handled in accordance with this guidance.

Priory Woods School and Arts College have clear and explicit Confidentiality Policy. The school policy indicates:

- when information must be shared with police and children's social care where the child is /may be at risk of significant harm
- when the pupil's and/or parent's confidentiality must not be breached
- that information is shared on a need-to-know basis

Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed on a 'need to know' basis.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the DSL.

Staff will only discuss concerns with the DSL, headteacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with the data protection principles of the UK [General Data Protection Regulations](#), [Data Protection Act 2018](#) and [Freedom of Information Act 2000](#).

Information is:

1. Used fairly, lawfully and transparently

2. Used for specified, explicit purposes
3. Used in a way that is adequate, relevant and limited to only what is necessary
4. Accurate and, where necessary, kept up to date
5. Kept for no longer than is necessary
6. Handled in a way that ensures appropriate security, including protection against unlawful or
7. unauthorised processing, access, loss, destruction or damage

Electronic information will be recorded on the school's CPOM system and security protected and only made available to relevant individuals. Written paper documents and other written information will be stored in a separate file and locked facility. The pupil's school file will be 'tagged' to indicate that separate information is held.

Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.

Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a laptop or a flash drive, these items must be encrypted and kept in locked storage.

Child protection records are normally exempt from the disclosure provisions of the [Data Protection Act](#), which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the headteacher or DSL.

The [Data Protection Act](#) does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. The school's policy on confidentiality is available to staff, parents and pupils. (Information sharing flowchart in [Appendix 2](#)).

Further details on information sharing can be found:

- in Chapter one of [Working Together to Safeguard Children](#), which includes a myth-busting guide to information sharing
- at [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#). The seven golden rules for sharing information will be especially useful
- at [The Information Commissioner's Office \(ICO\)](#), which includes ICO GDPR FAQs and guidance from the department
- in [Data protection: toolkit for schools](#) - Guidance to support schools with data protection activity, including compliance with the UK GDPR.

15. Contextual Safeguarding/Extra Familial Harm

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the DSL (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to), sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation. Staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

In all cases, if staff are unsure, they should always speak to the DSL (or deputy).

16. Contractors

The school obtains written notification from any agency, or third-party organisation that the organisation has



carried out the checks that the school would otherwise perform. Such considerations will be made explicit in any contract or service level agreement with the provider.

The school will check that the person presenting themselves for work is the same person on whom the checks have been made.

17. Domestic Abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. Older children may also experience domestic abuse and/or violence in their own personal relationships.

The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

[Operation Encompass](#) operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

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](#)
- [Safelives: young people and domestic abuse.](#)

18. Early Help

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. All staff are made aware of the local early help process via regular training and updates and understand their role in it and are prepared to identify children who may benefit from early help.

Any child may benefit from early help, but as a school we are particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory education, health and care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation



- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is at risk of 'honour-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child
- is persistently absent from education, including persistent absences for part of the school day

If early help is appropriate, the DSL/DDSL will lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff should be aware they may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

19. Equality Act, Public Sector Equality Duty (PSED) and Human Rights Act

Priory Woods School and Arts College acknowledges its responsibilities towards equality. The three previous general and specific equality duties on schools (race, disability and gender) to eliminate discrimination and advance equality of opportunity have been combined into a less bureaucratic and more outcome-focused duties covering an expanded number of protected characteristics referred to as The Equality Act 2010.

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions
- in the way it provides education for pupils
- in the way it provides pupils access to any benefit, facility or service
- by excluding a pupil or subjecting them to any other detriment

The Act introduced a single Public Sector Equality Duty (PSED) that applies to schools and extends to certain protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. More detailed information can be found in the schools Race Equality Policy.

Human Rights Act

The Human Rights Act 1998 sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them.

Under the HRA, it is unlawful for schools to act in a way that is incompatible with the Convention. The specific convention rights applying to schools are:

Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)

Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity

Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination

Protocol 1, Article 2: protects the right to education

Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances. Further information (including on absolute and qualified rights) can be found at Human Rights | Equality and Human Rights Commission (equalityhumanrights.com).

20. Extended School and Use of School Premises for non-school activities

Where extended school activities are provided by and managed by the school, our own child protection and safeguarding suite of policies and procedures still apply.

However, where services or activities are provided separately by another body, we will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll. All safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

21. Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. [Section 5B of the 2003 Act](#) introduces a mandatory reporting duty which requires teachers - this includes qualified teachers or persons who are employed or engaged to carry out teaching work in schools and other institutions, in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. 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 a good reason not to, they should also still consider and discuss any such case with the school's DSL and involve children's social care as appropriate. All those in teaching work are made aware of the indicators of FGM and are requested to undertake training. All concerns must be reported immediately to the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 12.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman
- Indications that FGM may have already taken place may include:
 - difficulty walking, sitting or standing and may even look uncomfortable
 - spending longer than normal in the bathroom or toilet due to difficulties urinating
 - spending long periods of time away from a classroom during the day with bladder or menstrual problems
 - frequent urinary, menstrual or stomach problems
 - prolonged or repeated absences from school, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
 - reluctance to undergo normal medical examinations
 - confiding in a professional without being explicit about the problem due to embarrassment or fear.
 - talking about pain or discomfort between her legs

22. Forced Marriage

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. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use



religion and culture as a way to coerce a person into marriage. Our schools understand that as a school we can play an important role in safeguarding children from forced marriage.

All staff are made aware of the indicators of forced marriage and all concerns are reported immediately to the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

Multi-agency statutory guidance for dealing with forced marriage, 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 fm@fcdo.gov.uk.

23. Good Practice Guidelines, Staff Behaviour Policy/Code of Conduct and Staff Handbook

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice which form a code of conduct for all staff.

Good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves professionally and appropriately
- taking responsibility for our own actions and behaviours and avoiding any conduct which would lead any reasonable person to question our motivation and intentions
- involving pupils in decisions that affect them
- encouraging positive, respectful and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour and to signs of abuse and neglect
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's safeguarding suite of policies and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact and information-sharing
- asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- applying the use of reasonable force only as a last resort and in compliance with school and local authority procedures
- not give corporal punishment, threaten corporal punishment or any punishment which could adversely affect a child's well-being
- referring all concerns about a pupil's safety and welfare to the DSL, or, if necessarily make a direct referral to police or local authority
- adhere to the school's policies with regard to the use of personal mobile devices, communication with pupils, use of social media and online networking
- acknowledge our responsibility to inform the headteacher of any change in our personal circumstances which may affect our ability to work with children as soon as reasonably practicable
- acknowledge our responsibility to declare to the headteacher immediately of anything that affects our qualification to work with children
- work in an open and transparent way
- work with other colleagues where possible, avoiding any situations which may leave it open to question
- discuss and/or take advice from school management over any incident which may give rise to concern
- immediately record any incidents, concerns, actions and decisions made
- apply the same professional standards regardless of sex, race, disability, religion or belief or sexual orientation, have equal rights to protection
- be aware of the schools Confidentiality Policy
- be aware that breaches of the law and other professional guidelines could result in criminal and/or disciplinary action being taken against them



Research and serious case reviews have repeatedly shown dangers of failing to take effective action. We are aware of examples of poor practice may include:

- failing to act on and refer the early signs of abuse and neglect
- poor record keeping
- failing to listen to the views of the child
- failing to re-assess concerns when situations do not improve
- not sharing information
- sharing information too slowly
- a lack of challenge to those who appear not to be taking action.

24. Governors

Our governing bodies will have a strategic leadership responsibility for their school's safeguarding arrangements and must ensure that they comply with their duties under legislation. They must have regard to Part 2, Keeping Children Safe in Education guidance, ensuring policies, procedures and training in their schools are effective and comply with the law at all times.

Our governing bodies will have a senior board level (or equivalent) lead to take leadership responsibility for their school's safeguarding arrangements and will ensure that all governors receive appropriate safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school are effective and support the delivery of a robust whole school approach to safeguarding. Their training will be regularly updated.

Our governing bodies will read Keeping Children Safe in Education guidance in its entirety.

25. Health and Safety

The health and safety of our pupils and staff is of utmost importance. We carry out regular risk assessments in accordance with guidance, has robust health and safety procedures and policies, including emergency evacuation, invacuation and lock-down. The Health and Safety Policy is regularly reviewed and monitored by governors and staff.

26. Helping Children to Keep Themselves Safe

We will ensure our children are taught about how to keep themselves and other safe, including online. Effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse and children with special educational needs or disabilities.

We will teach children to understand and manage risk through relevant topic which will include Relationships Education (for all primary pupils), and Relationships and Sex Education (for all secondary pupils) and Health Education (for all primary and secondary pupils). In teaching these subjects we will have regard to the [Relationships and sex education \(RSE\) and health education](#) statutory guidance.

We understand that our schools play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. Each of our schools will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These will be underpinned by the school's Behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme will be inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). This program will tackle at an age-appropriate stages issues such as:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality

- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

27. Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any deputies) are 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, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

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

In most cases school staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, they should also recognise in some cases 16 and 17 year old's could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's social care will be the lead agency for these children and the DSL (or a deputy) will ensure appropriate referrals are made based on the child's circumstances.

The Department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year old's who may be homeless and/or require accommodation and can be found [here](#).

28. Honour-based Abuse (HBA)

HBA encompasses 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 (FM), and practices such as breast ironing. All forms of so-called HBA are abuse (regardless of the motivation) and will be handled and escalated as such.

All staff are made aware of the indicators of HBA, and all concerns are reported immediately to the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

29. Impact of Abuse

The impact of child abuse will not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

30. Information security and access management

We understand that we are directly responsible for ensuring they have the appropriate level of security protection procedures in place, in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. We follow the guidance on e-security is available from the National Education Network.



31. Mental Health

The school ensures that they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

We have a senior mental health lead, who is part of or supported by the senior leadership team.

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

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

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the child protection procedures above and speaking to the DSL or a deputy.

The DfE have published advice and guidance on [Preventing and Tackling Bullying](#), and [Mental Health and Behaviour in Schools](#) and is providing funding to support costs of a significant training programme for senior mental health leads and the national rollout of the [Link Programme](#).

In addition, Public Health England has produced a range of resources to support secondary schools to promote positive health, wellbeing and resilience. These include [Promoting children and young people's emotional health and wellbeing](#). Its resources include social media, forming positive relationships, smoking and alcohol. See [Rise Above: Resources for School from Public Health England #esafety](#) | [The Education People](#) for links to all materials and lesson plans. The Department has also published, '[Every interaction matters](#)' a pre-recorded webinar which provides staff with a simple framework for promoting wellbeing, resilience, and mental health. This sits alongside our [Wellbeing for education recovery](#) program content, which covers issues such as bereavement, loss, anxiety, stress and trauma.

32. Looked After and Previously Looked After Children

A child who has been in the care of their local authority for more than 24 hours is known as a looked after child or may be referred to as children in care. Looked after children are those living with foster parents, living in a residential children's home or living in residential settings like schools or secure units. The most common reason for children becoming looked after is as a result of abuse and/or neglect.

Our school has appointed a designated teacher for looked after children. The designated teacher has responsibilities under [Section 2E of the Academies Act 2010](#) for promoting educational achievement of children who were adopted from state care outside England and Wales. The designated teacher must have appropriate training and the relevant qualifications and experience.

They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, we understand that it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

The designated safeguarding lead will hold the details of pupils social worker and the name of the virtual school head in the authority that looks after the pupil.

We understand that local authorities have on-going responsibilities to the children who cease to be looked



after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a Personal Advisor who develops a pathway plan with the young person. This plan describes how the local authority will support the care leaver to participate in education or training. We will have details of the local authority Personal Advisor appointed to guide and support the care leaver and should liaise with them as necessary regarding any issues of concern affecting the care leaver.

33. Online Safety

The governing body do all they reasonably can to limit our pupil's exposure to risks online from the school's IT system. We take a whole school approach including considering the age range of our pupils, the number of pupils, how often they access the IT system and the proportionality of cost vs risks.

Our pupils increasingly use mobile phones, tablets and computers on a daily basis. They are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. Each school's Online Safety Policy has is based on addressing the high risk categories of the 4C's below and has been developed in regards to the [Teaching Online Safety guidance](#), annex D Keeping Children Safe in Education. They explain how we try to keep pupils safe in school. Cyberbullying, sharing nudes and semi-nudes by pupils, via text, emails or other media platforms, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures and by following [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#).

We believe an effective whole school approach to online safety empowers a school to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

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

Content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.

Conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non- consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying

Commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group <https://apwg.org/>

All Trust school's have appropriate filters and appropriate monitoring systems in place to ensure pupils are not allowed to access unsuitable sites in school. Some pupils will undoubtedly be 'chatting' on mobiles or social networking sites at home and parents are encouraged to consider measures to keep their children safe when using social media. Every effort is made to encourage pupils not to give out their personal details. Education at home: where children are being asked to learn online at home we follow the DfE advice [safeguarding-in-schools-colleges-and-other-providers](#), [safeguarding-and-remote-education](#), NSPCC Learning - [Undertaking remote teaching safely during school closures and](#) PSHE - [PSHE Association coronavirus hub](#).

All staff receive online safety awareness from induction and advice regarding the use of social networking and electronic communication with pupils.

Priory Woods School and Arts college will:

- have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors



- protect and educate the whole school community in its safe and responsible use of technology, including the use of mobile phones and cameras in accordance with [Statutory Framework for Early Years](#), where applicable
 - establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

Whilst considering our responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, we will be doing all that we reasonably can to limit children's exposure to the above risks from the school's system. As part of this process, school's governing bodies will ensure their school has appropriate filters and monitoring systems in place and regularly review their effectiveness.

If staff know of misuse of social sites, either by a teacher or child, the issue should be reported to the headteacher or DSL without delay.

34. Partnerships with Others

We recognise that it is essential to establish positive and effective working relationships with their local safeguarding partners and other agencies. There is a joint responsibility under [Working together to safeguard children](#), on all agencies to share information to ensure the safeguarding of all children.

35. Photography and Images

We understand that parents like to take photos of, or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.

However, if there are health and safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash. We will not allow others to photograph or film pupils during a school activity without the parent's permission.

We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name. Permission from parents will be sought as children enter each key stage.

The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions.

Members of staff may use school equipment to take photographs of children whilst engaged in school activities for teaching and learning purposes; for assessment purposes or as means of celebrating successes in school.

36. Preventing Radicalisation

Protecting children from the risk of radicalisation is seen as part of schools' wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation: refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Extremism: is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

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 of terrorism 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.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with other safeguarding risks, staff are alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

From 1 July 2015 all Schools, are subject to a duty under [section 26 of the Counter-Terrorism and Security Act 2015](#) ("the CTSA 2015"), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

All staff are made aware of the indicators of radicalisation and alert to changes in pupil's behaviour:

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- refusal to engage with, or becoming abusive to, peers who are different from themselves
- becoming susceptible to conspiracy theories and feelings of persecution
- changes in friendship groups and appearance
- rejecting activities they used to enjoy
- converting to a new religion
- isolating themselves from family and friends
- talking as if from a scripted speech
- an unwillingness or inability to discuss their views
- a sudden disrespectful attitude towards others
- increased levels of anger
- increased secretiveness, especially around internet use
- expressions of sympathy for extremist ideologies and groups, or justification of their actions
- accessing extremist material online, including on Facebook or Twitter
- possessing extremist literature
- being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and report and all concerns immediately to the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

37. Private Fostering

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Our schools understand where the arrangements come to the attention of the school (and the school is not involved in the arrangements), they should then notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child. Schools who are involved (whether or not directly) in arranging for a child to be fostered privately must notify local authorities of the arrangement as soon as possible after the arrangement has been made. Notifications must contain the information specified in



Schedule 1 of The Children (Private Arrangements for Fostering) Regulations 2005 and must be made in writing.

Comprehensive guidance on private fostering can be found here: [Private fostering: local authorities.](#)

38. Promoting Modern Values

In line with the advice given under [The Prevent duty \(2015\)](#). We aim to promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental modern values.

39. Pupil Information

Our school will endeavour to keep up to date and accurate information in order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- a minimum of two emergency contact details
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been on the Child Protection Register or subject to a care plan
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

The school will securely and confidentially store and agree access to this information in line with [Data Protection Act 2018](#).

40. Pupils who need a Social Worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

We are aware that local authorities should share the fact a child has a social worker, and the DSL should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes. This will be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools to safeguard and promote the welfare of children.

Where children need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

41. Racist and Homophobic Incidents

Our school values the individuality of all our pupils. We are committed to giving all our children every opportunity to achieve the highest standards. Within this ethos of achievement, we do not tolerate bullying or harassment of any kind. Our Race Equality Policy reflects the general and specific duties on schools as detailed in the [Race Relations Act 1976](#) and as amended by the Race Relations Amendment Act 2000. We have regard to the Department for Education specific [guidance on bullying including homophobic and transphobic bullying and bullying related to sexual orientation, transgender, disability, race and religion](#). We will follow their local safeguarding partners guidance on reporting and recording all racist and homophobic incidents.

42. Reporting Directly to Child Protection Agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:



- the situation is an emergency and the DSL, their deputy, the headteacher or the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child

43. Safer Recruitment

Priory Woods School and Arts College endeavour to ensure that they do our utmost to employ 'safe' staff by following their Recruitment and Selection Policy which has been written in accordance with the latest version of Keeping Children Safe in Education, Part three and their local safeguarding partner arrangements.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

Advertising

When advertising roles, we will make clear:

- the school's commitment to safeguarding and promoting the welfare of children
- that all relevant safeguarding checks will be undertaken
- the safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children
- whether or not the role is exempt from the [Rehabilitation of Offenders Act 1974](#) and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

Further information about filtering can be found in the [DBS filtering guide](#)

Application forms

School application forms will:

- include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- include a copy of, or link to, the school's Safeguarding and Child Protection and our policy on the Employment of Ex-offenders
- only accept copies of a curriculum vitae alongside an application form. A curriculum vitae on its own will not provide adequate information.

Shortlisting

The shortlisting process will involve at least 2 people and will:

- consider any inconsistencies and look for gaps in employment and reasons given for them
- explore all potential concerns
- consider carrying out an online search as part of their due diligence

Once we have shortlisted candidates, we will ask shortlisted candidates to:

- complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage.

The information we will ask for includes:

- if they have a criminal history
- whether they are included on the barred list
- whether they are prohibited from teaching



- information about any criminal offences committed in any country in line with the law as applicable in England and Wales, not the law in their country of origin or where they were convicted
- if they are known to the police and/or children's social care
- have they been disqualified from providing childcare, if applicable
- any relevant overseas information

Sign a declaration confirming the information they have provided is true.

Seeking references and checking employment history

We will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references we will:

- not accept open references
- liaise directly with referees and verify any information contained within references with the referees
- ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations
- obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- always verify any information with the person who provided the reference
- ensure electronic references originate from a legitimate source
- contact referees to clarify content where information is vague or insufficient information is provided
- compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- establish the reason for the candidate leaving their current or most recent post
- ensure any concerns are resolved satisfactorily before appointment is confirmed

Selection

We will use a range of selection techniques to identify the most suitable person for the post. These will include:

- finding out what attracted the candidate to the post being applied for and their motivation for working with children
- exploring their skills and asking for examples of experience of working with children which are relevant to the role
- probing any gaps in employment or where the candidate has changed employment or location frequently, asking about the reasons for this
- exploring the potential areas of concern to determine the candidate's suitability to work with children

All information considered in decision making will be clearly recorded along with decisions made. All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks.

Pre-appointment vetting checks

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

- verify the candidate's identity, including being aware of the potential for individuals changing their name. Where possible school's will check the name on their birth certificate
- obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity with children



- obtain a separate children's barred list check if an individual will start work in regulated activity with children before the DBS certificate is available
- verify the candidate's mental and physical fitness to carry out their work responsibilities
- verify the person's right to work in the UK, including EU nationals
- if the person has lived or worked outside the UK, make any further checks the school consider appropriate
- verify professional qualifications, as appropriate
- check that a person taking up a management position, is not subject to a section 128 direction made by the Secretary of State
- ensure that an applicant to be employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State, any sanction or restriction imposed (that remains current) by the GTCE
- ensure that appropriate checks are carried out to ensure that individuals employed to work in reception classes, or in wraparound care for children up to the age of 8, are not disqualified from working in these settings under the 2018 Childcare Disqualification Regulations

Regulated Activity

A person will be engaging in regulated activity with children if, as a result of their work, they:

- will be responsible, on a regular basis in a school, for teaching, training instructing, caring for or supervising children;
- will be working on a regular basis in a specified establishment, such as a school, for or in connection with the purposes of the establishment, where the work gives opportunity for contact with children; and
- engage in intimate or personal care or healthcare or any overnight activity, even if this happens only once.

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- there are concerns about an existing member of staff's suitability to work with children
- an individual moves from a post that is not regulated activity to one that is
- there has been a break in service of 12 weeks or more

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- we believe the individual has engaged in relevant conduct
- we believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under [the Safeguarding Vulnerable Groups Act 2006](#) (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009
- we believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm)
- the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the checks on an individual who will be working at our school, that the school would otherwise perform. The written confirmation must confirm the certificate has been obtained by either the employment business or another such business.

Where the agency or organisation has obtained an enhanced DBS certificate before the person is due to begin work at the school, which has disclosed any matter or information, or any information was provided to the employment business, we will ensure they obtain a copy of the certificate from the agency.

We will also check that the person presenting themselves for work is the same person on whom the checks have been made.



Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check.

This will be:

- an enhanced DBS check with barred list information for contractors engaging in regulated activity
- an enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the [2018 Childcare Disqualification Regulations and Childcare Act 2006](#). Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee/student teachers

Where applicants for initial teacher training are salaried by a school, they will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the [2018 Childcare Disqualification Regulations and Childcare Act 2006](#).

Volunteers

We will:

- never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the [2018 Childcare Disqualification Regulations and Childcare Act 2006](#). Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Governors

All governors will have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity.

All governors will also have the following checks:

- a section 128 check (to check prohibition on participation in [management under section 128 of the Education and Skills Act 2008](#)).
- identity



- Right to work in the UK
- other checks deemed necessary if they have lived or worked outside the UK

Alternative Provision

Where a school places a pupil with an alternative provision provider, they will obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

They will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Pupils staying with host families

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), they will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, they will work with partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

Duty to consider referral to the Teaching Regulation Agency

Where a school dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they will consider whether to refer the case to the Secretary of State, as required by [sections 141D and 141E of the Education Act 2002](#).

44. Safeguarding Information for Pupils

All pupils in our school are aware of a number of trusted adults who they can talk to. We are committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff (DSL) with responsibility for child protection and know who this is. We inform pupils who are trusted adults and of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

45. Serious Violence

All staff are made aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in 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. In addition, staff are aware of the range of factors which increase the likelihood of involvement in serious violence such as:

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment
- being involved in offending e.g. theft or robbery



Staff will notify the DSL immediately if they are concerned about any child.

Further information can be found in [Preventing youth violence and gang involvement](#) and [Criminal exploitation of children and vulnerable adults: county lines guidance](#).

46. Sexting: Now referred to as Sharing Nudes and Semi-nudes

Consensual and non-consensual sharing nudes and semi-nudes is when someone shares sexual, naked or semi-naked images or videos of themselves, or others, or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops or any device that allows the sharing of media and messages.

All incidents must be reported to the DSL, as soon as practically possible who will follow the guidance [Advice for Schools and Colleges on Responding to Sexting Incidents](#) and [Searching Screening and Confiscation Advice](#) for schools. The key consideration is for staff not to view or forward illegal images of a child.

47. Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

Priory Woods School and Arts College are aware of the importance of:

- making clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is 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, 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 harassment and abuse 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
- challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff are aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children with special educational needs and disabilities (SEND) are also three times more likely to be abused than their peers.

Sexual violence

Staff are aware of sexual violence and the fact children can, and sometimes do, abuse other children in this way and that it can happen both inside and outside of school. When referring to sexual violence we are referring to child on child sexual violence and sexual violence 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. (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.

Further information about consent can be found here: [Rape Crisis England & Wales - Sexual consent](#)

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

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

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

- sexual comments, such as:
- telling sexual stories
- making lewd comments
- making sexual remarks about clothes and appearance
- calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour, such as:
- deliberately brushing against someone*
- interfering with someone's clothes*
- displaying pictures, photos or drawings of a sexual nature
- online sexual harassment.
- this may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence

It may include:

- consensual and non-consensual sharing of nudes and semi-nudes images and/or videos. As set out in [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

- taking and sharing nude photographs of U18s is a criminal offence
- sharing of unwanted explicit content;
- upskirting
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats

** schools should be considering when any of this crosses a line into sexual violence*

Harmful Sexual Behaviour (HSB)

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB). The term has been widely adopted in child protection. HSB can occur online and/or face to face and can also occur simultaneously between the two. HSB should be considered in a child protection context.

When considering HSB, ages and the stages of development of the children are critical factors.

Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

If staff have a concern about a child or a child makes a report to them, they will follow their school's referral process. If staff are in any doubt as to what to do they should speak to the DSL (or a deputy).

Responding to a report of sexual violence or sexual harassment

It is important to note that children may not find it easy to tell staff about their abuse verbally.

Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of school staff may overhear a conversation that suggests a child has been harmed, or a child's own behaviour might indicate that something is wrong. As per [Part one](#) of Keeping Children Safe in Education, if staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.

Our school's initial response to a report from a child is incredibly important. Staff understands that how they respond to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. All victims will be 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 of the school will not be downplayed and will be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment or be made to feel ashamed for making a report or their experience minimised.

School staff should not assume that someone else is responding to any incident or concern. If in any doubt, they should speak to the DSL (or a deputy). In such cases, the basic safeguarding principles remain the same, but it is important for the school to understand why the victim has chosen not to make a report themselves. This discussion will be handled sensitively and with the support of children's social care if required.

There may be reports that the alleged sexual violence or sexual harassment involves pupils from the same school but is alleged to have taken place away from the school premises, or online.

There may also be reports where the children concerned attend two or more different schools. The safeguarding principles, and schools' duties to safeguard and promote the welfare of our pupils remain the same. In such circumstances, appropriate information sharing and effective multi-agency working will be especially important.



All school staff will be trained to manage a report following their local safeguarding partners guidelines. However, effective safeguarding practice includes:

- if possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible
- where the report includes an online element, being aware of searching screening and confiscation advice (for schools) and the UKCIS Sharing nudes and semi- nudes: advice for education settings working with children and young people. The key consideration is for staff not to view or forward illegal images of a child. The highlighted 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 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 information to someone they trust: this could be anyone on the school staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child
- recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse
- keeping in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation
- listening carefully to the child, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should generally be avoided, staff can ask children if they have been harmed and ask what the nature of that harm was
- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes, especially if a second member of staff is present. However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made
- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation
- informing the DSL (or deputy), as soon as practically possible, if the DSL (or deputy) is not involved in the initial report

Confidentiality

All school staff are aware that they should never promise confidentiality as this is very likely that it will be in the best interest of the victim to seek advice and guidance from others in order to provide support and engage appropriate agencies. We will only engage staff and agencies who are required to support the children involved and/or be involved in any investigation.

Should the victim ask staff not to tell anyone about the sexual violence or sexual harassment.

There are no easy or definitive answers when a victim makes this request. If the victim does not give consent to share information, staff may still lawfully share it, if it can be justified to be in the public interest, for example, to protect children from harm and to promote the welfare of children. The staff member should pass the concern onto the DSL (or deputy) who will follow the [sexual violence and sexual harassment between children in schools and colleges guidance](#).

Action following a report of sexual violence and/or sexual harassment



The DSL (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the schools' initial response.

Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered.

This will however need to be balanced with the school duty and responsibilities to protect other children

- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed
- the ages of the children involved
- the developmental stages of the children involved
- any power imbalance between the children. For example, is an alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or 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 personal relationships between peers
- are there ongoing risks to the victim, other children, adult students or school staff?; and
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation

The starting point regarding any report will always be that there is a zero- tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated. School staff understand that it is especially important, not to pass off any sexual violence or sexual harassment as 'banter', 'just having a laugh', part of growing up' or 'boys being boys' as this can lead to a culture of unacceptable behaviours and an unsafe environment for children

As always when concerned about the welfare of a child, all staff will act in the best interests of the child. In all cases, we will follow general safeguarding principles as per [Keeping Children Safe in Education](#). Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted).

Ongoing response

Priory Woods School and Arts College will base ongoing responses on effective safeguarding practice.

School staff should think carefully about terminology it uses to describe 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.

Consideration will be given to the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. We will be aware that, by the very nature of sexual violence and sexual harassment, 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. The DSL (or deputy) will be tailored support 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.

When it is clear that ongoing support will be required, we will ask the victim if they would find it helpful to have a designated trusted adult (for example, their form tutor or DSL) to talk to about their needs. The choice of any such adult should be the victim's (as far as reasonably possible).

We will respect and support this choice.



School staff understand that a victim of sexual violence is likely to be traumatised and, in some cases, may struggle in a normal classroom environment. While we should avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups, there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities.

This should be because the victim wants to, not because it makes it easier to manage the situation. If required, we will provide a physical space for victims to withdraw.

It may be necessary for us to maintain arrangements to protect and support the victim for a long time. We will be prepared for this and should work with children's social care and other agencies as required. It is therefore important that the designated safeguarding lead knows how and where to seek support.

It is important that the school do everything they reasonably can to protect the victim from bullying and 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 the trauma results in the victim being unable 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 school is made aware of any ongoing support needs. The DSL will 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.

Safeguarding and supporting the alleged perpetrator(s) and children and young people who have displayed harmful sexual behaviour

We will base ongoing responses on effective safeguarding practice. We will think carefully about the terminology it uses to describe the 'alleged perpetrator(s) or perpetrators'.

We will have a difficult balancing act to consider. On one hand they need to safeguard the victim (and all other children, adult students and staff at the school) 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.

A child abusing another child may be a sign they have been abused themselves or a sign of wider issues that require addressing within the culture of the school. We will work with professionals as required to understand why a child may have abused a peer. It is important to remember that, as a child, any alleged perpetrator(s) is entitled to, deserving of, and should be provided with, a high level of support to help them understand and overcome the reasons for their behaviour and help protect other children by limiting the likelihood of them abusing again.

We will consider the age and the developmental stage of the alleged perpetrator(s) and nature and frequency of the 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. In addition, they will consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis. An 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 are) a symptom of either their own abuse or exposure to abusive practices and or materials.

The DSL (or deputy) will take, as appropriate, advice and guidance from children's social care, specialist sexual violence services, police or external specialist organisations.

Discipline and the alleged perpetrators

With regard to the alleged perpetrator(s), [advice on behaviour and discipline in schools](#) is clear that teachers can discipline pupils whose conduct falls below the standard which could be reasonably expected of them.

Exclusions statutory guidance for maintained schools, academies and PRUs is [here](#). Disciplinary action can be taken whilst other investigations by the police and/or 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. The DSL from each school should carefully considered on a case-by-case basis.



The school will consider if, by taking any action, it would prejudice an investigation and/or any subsequent prosecution. Careful liaison with the police and/or 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.

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.

Working with parents and carers

We will, in most instances, engage with both the victim's and the alleged perpetrator's parents or carers when there has been a report of sexual violence (this might not be necessary or proportional 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 or carer will put a child at additional risk. We will carefully consider what information they provide to the respective parents or carers about the other child involved and when they do so. In some cases, 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 or 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. In addition, it is also good practice for the school to meet with alleged perpetrator's parents or carers to discuss any arrangements that are being put into place that impact an alleged perpetrator, 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 should be discussed. It would be the DSL (or a deputy) who would generally attend any such meetings. Consideration to the attendance of other agencies should be considered on a case-by-case basis.

Clear behaviour policies and child protection policies, especially policies that set out the principles of how reports of sexual violence will be managed and how victims and alleged perpetrators are likely to be supported, that parents and carers have access to, will, in some cases, help manage what are inevitably very difficult conversations. Parents and carers may well struggle to cope with a report that their child has been the victim of an assault or is alleged to have assaulted another child. Details of organisations that support parents are provided in [Annex A](#). We will consider signposting parents and carers to this support.

Safeguarding other children

Consideration will be given to supporting children (and adult students) 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 violence or sexual harassment, it is likely that some children will take "sides". The school will 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.

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.

A whole school approach to safeguarding, a culture that makes clear that there is a zero-tolerance approach to sexual violence and sexual harassment and that it is never acceptable, and it will not be tolerated, and a strong preventative education programme will help create an environment in which all children at the school are supportive and respectful of their peers when reports of sexual violence or sexual harassment are made.

We understand the importance that they keep their policies, processes, and curriculum under constant review to protect all their children. Reports of sexual violence and/or harassment (especially where there is evidence of patterns of behaviour) may point to environmental and or systemic problems that could and should be addressed by updating relevant policies, processes, or relevant parts of the curriculum.

Priory Woods School and Arts College follows Keeping Children Safe in Education guidance.

48. Special Educational Needs and Disabilities or Physical Health Issues

At Priory Woods, all of our pupils have special educational needs and disabilities and many have certain medical or physical health issues too.

We therefore recognise that all of our pupils can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or the consequences of doing so

To help mitigate these extra challenges, we have a robust PSHE curriculum and pastoral systems, including Thrive. Our behaviour strategies are around understanding behaviour as communication and changes in behaviour are never dismissed as insignificant.

Further information can be found in the Department's: [SEND Code of Practice 0 to 25 and Supporting Pupils at School with Medical Conditions](#).

49. Statutory Assessments

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process.

Children in need (section 17)

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.

Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm (section 47)

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour-based violence, and extra-familial threats like radicalisation and sexual exploitation.

50. Support for those Involved in a Child Protection Issue



Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- taking all suspicions and disclosures seriously
- nominating the DSL as a link person who will keep all parties informed and be the central point of contact
- where a member of staff is the subject of an allegation made by a pupil, a separate link person will be nominated to avoid any conflict of interest
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- cooperating fully with relevant statutory agencies.

51. Supporting the Child and Partnership with Parents

- we recognise that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents
- whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- we will provide a secure, caring, supportive and protective relationship for the child
- children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- we will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The DSL will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

52. Supporting Pupils with Medical Conditions

We adhere to [Section 100 of the Children and Families' Act 2014](#) which places a duty to make arrangements to support pupils in school with medical conditions to have the same right of admission as other students and to ensure, in terms of both physical and mental health, they are properly supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential. See our Supporting Pupils with Medical Conditions Policy.

53. Staff and Governor Training

All new members of staff (including volunteers) will receive an induction and safeguarding and child protection awareness training, including online safety, which will give an overview of the organisation, ensure they know its purpose, values, services, structure and to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.

All staff and volunteers will be expected to attend safeguarding updates regularly, at least annually, in order to provide them with relevant skills and knowledge to safeguard children effectively.

New staff and volunteers will receive an explanation during their induction which includes the school's safeguarding policies, reporting and recording arrangements, the staff handbook, details for the DSL, the school's Behaviour Policy and at least Part one, Part five and Annex B of Keeping Children Safe in Education, What to do if you're worried a child is being abused and the Trust's Whistleblowing Policy.

The DSL will receive appropriate training updated at least every two years. In addition to formal training their knowledge and skills will be updated at regular intervals, but at least annually, to keep up with any developments relevant to their role.

There will be a recruitment panel responsible for the safe recruitment of all those working directly with children. They will always be at least one member of each recruitment panel will have attended safer



recruitment training.

Our governing bodies will ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.

To ensure compliance under [Section 5B of the 2003 Act](#). All staff in teaching work will undertake FGM training to make them aware of the indicators and their responsibilities around the mandatory reporting FGM.

To ensure compliance under [section 26 of the Counter-Terrorism and Security Act 2015](#) at least the DSL and the Prevent governor undertake Prevent training in order to exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”.

Designated teachers for looked after children will undergo training appropriate to their subject responsibilities.

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Designated teachers for looked after children will undergo training appropriate to their subject responsibilities.

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities as laid out in the [Governance Handbook](#).

54. Use of Reasonable Force

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury.

‘Reasonable’ in these circumstances means ‘using no more force than is needed’. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of the classroom. We will follow departmental advice [Use of reasonable force in schools](#).

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, we will consider the risks carefully fully recognising the additional vulnerability of these groups, duties under the [Equality Act 2010](#) in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty. We act proactively with behaviour support for more vulnerable children, agreeing plans with parents and carers to aid to reduce the occurrence of challenging behaviour and the need to use reasonable force.

HM Government guidance [Reducing the need for restraint and restrictive intervention](#) sets out how to support children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties who are at risk of restrictive intervention in special education settings.

55. Visitors

Visitors to our school’s, including contractors, are asked to sign in and are given a badge, which confirms



they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

Visitors to a school who are visiting in a professional capacity, such as educational psychologists and school improvement officers, will be asked to show photo ID and we will assure that the visitor has had the appropriate DBS check (or the visitor's employers have confirmed that their staff have appropriate checks. We will not ask to see the certificate in these circumstances.

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. Schools will not invite into the school any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

56. Volunteers

We understand that some people, otherwise unsuitable for working with children, may use volunteering to gain access to children. For this reason, any volunteers in the school, in whatever capacity, will be given the same recruitment consideration as paid staff, including a risk assessment as indicated in the latest version of [Keeping Children Safe in Education](#).

Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have unsupervised contact with children.

However, if a parent or other volunteer is to be in school regularly or over a longer period, they will undergo checks commensurate with their work in the school and contact with pupils. The outcomes of the checks carried out are held in the Single Central Record.

57. Whistleblowing

Priory Woods School and Arts College understands that employees are often the first to realise that there may be something seriously wrong within the school. However, they may not express their concerns because they feel that speaking up would be disloyal to their colleagues or to the school.

They may also fear harassment or victimisation. In these circumstances it may be easier to ignore the concern rather than report what may just be a suspicion of malpractice.

We are committed to the highest possible standards of openness, probity and accountability. In line with that commitment and to reflect the principles in [Sir Robert Francis' Freedom to Speak Up Review](#), we expect employees, and others who work on behalf of the school, who have serious concerns about any aspect of schoolwork to come forward and voice those concerns. It is recognised that most cases will have to proceed on a confidential basis, more details and organisations which may be contacted can be found in our Whistleblowing Policy and at the end of this policy.

58. Work Experience

We have detailed procedures to safeguard pupils undertaking work experience. This includes checking that the placement provider has policies and procedures in place to protect children from harm.

Children's barred list checks via the DBS might be required on some people who supervise a child under the age of 16 on a work experience placement. We will consider the specific circumstances of the work experience. Consideration will be given in particular to the nature of the supervision and the frequency of the activity being supervised, to determine what, if any, checks are necessary

These considerations would include whether the person providing the teaching/training/instruction/supervision to the child on work experience will be:

- unsupervised themselves
- providing the teaching/training/instruction frequently (more than three days in a 30-day period, or overnight).

If the person working with the child is unsupervised and the same person is in frequent contact with the

child, the work is likely to be regulated activity relating to children. If so, the school would ask the employer providing the work experience to ensure that the person providing the instruction or training is not a barred person.

59. References and useful contacts

Websites

thinkuknow	<ul style="list-style-type: none"> • NCA CEOPs advice on online safety
disrespectnobody	<ul style="list-style-type: none"> • Home Office advice on healthy relationships, including sexting and • pornography
UK safer internet centre	<ul style="list-style-type: none"> • Contains a specialist helpline for UK schools and colleges
swgfl	<ul style="list-style-type: none"> • Includes a template for setting out online safety policies
internet matters	<ul style="list-style-type: none"> • Help for parents on how to keep their children safe online
parentzone	<ul style="list-style-type: none"> • Help for parents on how to keep their children safe online
childnet cyberbullying	<ul style="list-style-type: none"> • Guidance for schools on cyberbullying
pshe association	<ul style="list-style-type: none"> • Guidance and useful teaching resources covering online safety issues in • including pornography and the sharing of sexual images
educateagainsthate	<ul style="list-style-type: none"> • Practical advice for parents, teachers and governors on protecting children • from extremism and radicalisation.
the use of social media for online radicalisation	<ul style="list-style-type: none"> • A briefing note for schools on how social media is used to encourage • Travel to Syria and Iraq
UKCIS	<ul style="list-style-type: none"> • The UK Council for Internet Safety's website provides: <ul style="list-style-type: none"> • Sexting advice Online safety: Questions for Governing Bodies Education for a connected world framework
NSPCC	<ul style="list-style-type: none"> • NSPCC advice for schools and colleges
commonsensemedia	<ul style="list-style-type: none"> • Independent reviews, age ratings, & other information about all types • of media for children and their parents
searching screening and cation	<ul style="list-style-type: none"> • Guidance to schools on searching children in schools and confiscating • items such as mobile phones
lgfl	<ul style="list-style-type: none"> • Advice and resources from the London Grid for Learning



NSPCC Child Protection Helpline

The NSPCC Child Protection Helpline is a free 24-hour service that provides counselling, information and advice to anyone concerned about a child at risk of abuse.

Telephone: 0808 800 5000 - Email: help@nspcc.org.uk

NSPCC Whistleblowing Advice Line

The NSPCC has launched a government funded Whistleblowing Advice Line. This will take calls from professionals from any sector who are worried about the way their, or another, organisation is dealing with child protection issues. Employees who don't feel able to escalate these issues internally can contact the service, as well as those who have been unsuccessful in doing so.

- general guidance on whistleblowing can be found via: [Advice on Whistleblowing](#)
- the NSPCC's *what you can do to report abuse* dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school.
 - call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday
 - email: help@nspcc.org.uk

Headteacher

Emma Fox Townley

Chair of Governors

David Mudd



Appendix 1 – Role of the Designated Safeguarding Lead

Role of the Designated Safeguarding Lead

In accordance with Keeping Children Safe in Education, the governing body has appointed a senior leader as the Designated Safeguarding Lead (DSL) to take lead responsibility for safeguarding and child protection (including online safety) within school. In addition, all schools have Deputy Designated Safeguarding Leads (DDSL's), who have been trained to the same standard and as such safeguarding activities are delegated to them. However, the ultimate lead responsibility for child protection remains with the DSL. .

Designated Safeguarding Lead main role:

The DSL is expected to:

- take **lead responsibility** for safeguarding and child protection (including online safety)
- activities can be delegated to deputy designated safeguarding leads, but the ultimate lead responsibility remains with the designated safeguarding lead and must not be delegated
- have the appropriate status and authority within the school to carry out the duties of the post
- given additional time, funding, training, resources and support they need to carry out the role effectively
- provide advice and support to other staff on child welfare, safeguarding and child protection matters
- take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children

Manage Referrals

- refer cases of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care
- refer cases to the [Channel programme](#) where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required, following [NPCC - When to call the police guidance](#)

Work with Others

- act as a point of contact with the three safeguarding partners
- act as a source of support, advice and expertise to staff
- liaise with the headteacher to inform him or her 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 as detailed in the [Statutory guidance - PACE Code C 2019](#)
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, and SENCOs, or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding (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:
 - ensure that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort;
 - support 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.

Information sharing and managing the child protection file

- ensure that child protection files are kept up to date, separately from the pupils main file and the information is kept confidential and stored securely
- the file is only accessible by those who need to see it and when the contents are shared this happens in line with information sharing advice
- child protection records 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
- where children leave the school (including in year transfers) the child protection file is transferred to the new school as soon as possible and within 5 days for in-year transfer or within the first 5 days of the start of a new term. It will be:
 - transferred separately from the main pupil file
 - via secure transit
 - a confirmation of receipt obtained from the forwarding school
- receiving schools should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.
- consider if it would be appropriate to share any additional information with the new school in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school

Training

The designated safeguarding lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. In addition, the designated safeguarding lead will undertake Prevent awareness training. Training will provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early 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 the designated safeguarding lead has in providing information and support to children 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
- ensure each member of staff has access to, and understands, the school's safeguarding and child protection policy and procedures, especially new and part time staff
- 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 relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation
- understand the importance of information sharing, both within the school and with the three 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 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 online 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;
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.



Raise Awareness

- ensure each member of staff has access to, and understands, the school's safeguarding and child protection policies, especially new and part time staff
- ensure the school's safeguarding and child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact 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; and,
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school leadership staff.

Providing support to staff

Training will support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- 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.

Understand the view of children

It is important that children feel heard and understood. Therefore, designated safeguarding leads will be supported in developing knowledge and skills 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
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of Keeping Children Safe in Education and therefore the designated safeguarding lead 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 legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

Availability

During term time the designated safeguarding lead (or a deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

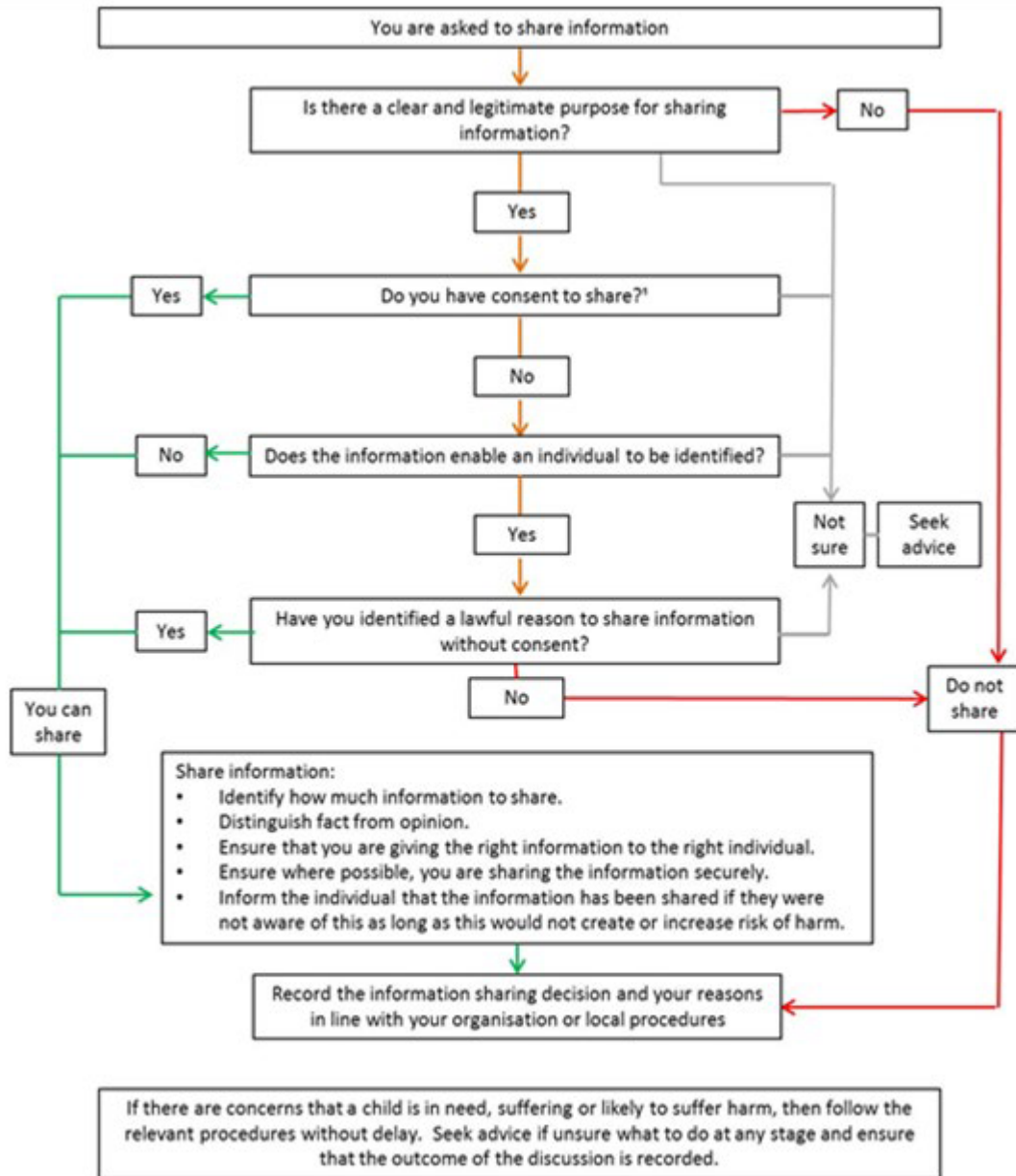
All schools will agree and arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Deputy Designated Safeguarding Leads

All deputies are trained to the same standard as the designated safeguarding leads, this is explicit in their job description.

Appendix 2 Flowchart of when and how to share information

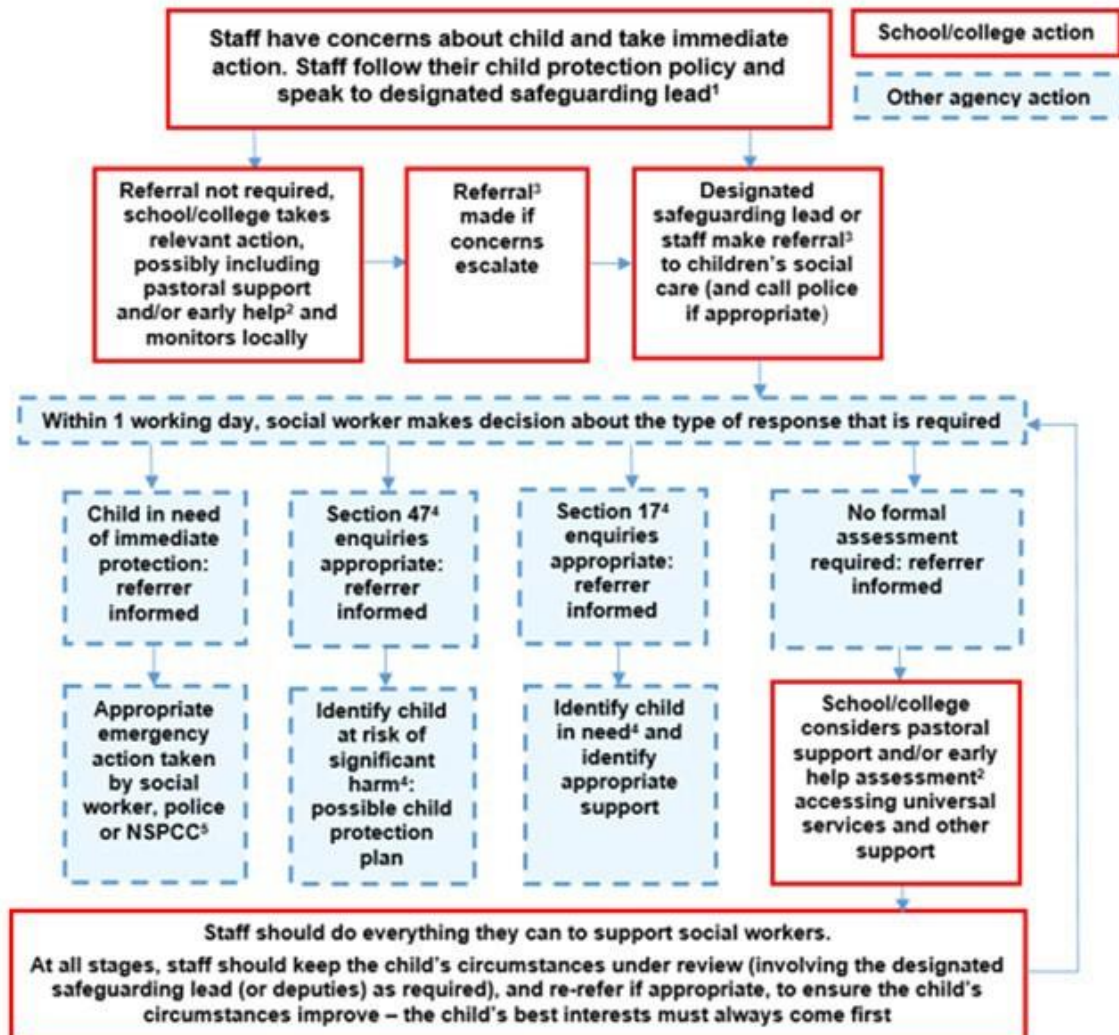
Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018



1. Consent must be unambiguous, freely given and may be withdrawn at any time

Appendix 3 Actions where there are concerns about a child

Actions where there are concerns about a child



¹ In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

² Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

³ Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

⁴ Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

⁵ This could include applying for an Emergency Protection Order (EPO).

Appendix 4 Responding to Allegations and Concerns Flowchart

Responding to allegations or low-level concerns around behaviour of an adult towards a child

