

# Child Protection and Safeguarding Policy



## Chapel St Community Schools Trust

Approved date			
Review date			
Signed (Executive Headteacher)		Name Date	V Povey
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Signed (Clerk to the Local Academy Board)		Name Date	

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# 1 Introduction, ethos, statutory framework and scope

Children and young people have a fundamental right to be protected from harm.

Chapel St schools' foundational principles are 'Grace, Love and Fellowship'. We create inclusive learning communities where every individual is valued.

Our schools are places where students are encouraged to be curious and explore the world around them. We want to help create well-balanced, self-assured and kind individuals, who care about others and their communities. To that end, we engage our young people in practical community projects throughout their school career.

Our schools are welcoming places of hospitality where all are encouraged to come together to build a community.

Our students have the right to expect us to provide them with a safe and secure environment. We acknowledge that teachers and other staff in the Trust are in a unique position to identify and to help abused and vulnerable children. We also recognise that the protection of our students is a shared community responsibility.

We comply with DfE guidance and procedures set out by our local three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for a police area in the local authority area).

This policy has regard to the following statutory and guidance documents:

- [Sexual Violence and Sexual Harassment between Children in Schools and Colleges](#) (May 2018)
- [Preventing and Tackling Bullying](#) (July 2017)
- [Child Sexual Exploitation](#) (February 2017)
- [Keeping Children Safe in Education \(KCSIE\)](#) (September 2019)
- KCSIE incorporates the additional statutory guidance, Disqualification under the Childcare Act 2006 (February 2015)
- KCSIE also refers to the non-statutory advice for practitioners: What to do if you're worried a child is being abused – Advice for practitioners (March 2015)
- [Working Together to Safeguard Children](#) (July 2018)
- Working Together to Safeguard Children refers to the non-statutory advice: [Information sharing](#) (July 2018)
- [The Children & Social Work Act 2017](#)
- [Education Act 2002](#) (section 175)
- [The Education \(Pupil Information\) \(England\) Regulations 2005](#)
- [Disqualification under the Childcare Act 2006](#)
- [Prevent Duty August 2015](#) Statutory [guidance on Prevent Duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [Improving the spiritual, moral, social and cultural \(SMSC\) development of pupils, November 2013, and Supplementary Information 2014](#)
- [Teacher Misconduct: the prohibition of teachers](#) (October 2018)
- [The Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the [Female Genital Mutilation Act 2003](#), as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- This policy meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage
- This policy also complies with our funding agreement and articles of association

In addition, Trust or school specific policies or guidance will interrelate with this policy such as:

Behaviour Management, Staff Expectations, Code of Conduct, Whistleblowing, Anti-Bullying, Health & Safety, Attendance, PSHE/Well-being, ICT Acceptable Use Policy, Restraint/Physical Intervention, Recruitment & Selection, Complaints, Sex and Relationships Education, Teachers and/or Support Staff Standards and off-site or residential learning opportunities.

## **Equality statement**

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers

This policy applies to all employees, volunteers and visitors, but specifically:

- Permanent/Fixed term staff and staff under probation
- Temporary agency workers, contractors and casual workers
- Visitors to the site whether for lettings, events, training or conferences
- Central CSCST staff
- Central Government and Local Authority staff
- CSCST Local Academy Board members and Trustees
- Parents, volunteers and other community visitors

## 2 Policy aims and principles

### Policy aims

We are all responsible for reporting concerns about a child's welfare. There are specific guidelines, policies and procedures in place for people who work with children which all staff are expected to follow without exception. Any departure from these could result in disciplinary action for staff or volunteers. The aim of this policy is:

- To inform staff, parents and volunteers about the Trust's responsibilities for safeguarding children
- To enable everyone to have a clear understanding of how these responsibilities should be carried out

Every school must have its own valid Child Protection and Safeguarding policy ratified by its Local Academy Board to reflect its local safeguarding issues. Chapel Street has maintained and provided a model safeguarding policy, which has been used in free schools. Our two academies were already part of local arrangements and (as with all our schools) should link with local safeguarding arrangements. The local three safeguarding partners' guidance must be followed by every school. Thus, schools do not need to follow the Chapel Street model policy if they are following their local authority model policy. No alternative policy is acceptable unless first checked with the Chief Executive Officer.

### Policy principles

There are five main elements to our policy:

- Ensuring that we practice safe recruitment in checking the suitability of staff and volunteers to work with our students
- Raising student awareness of child protection issues and equipping students with the skills they need to keep them safe
- Developing, and then implementing, procedures for identifying and reporting cases, or suspected cases, of abuse, and training staff to use these procedures effectively
- Supporting vulnerable students and those in difficult circumstances, as well as supporting those students who have been abused in accordance with their agreed protection plans
- Establishing a safe environment in which children can learn and thrive

We recognise that our staff are well placed to observe the outward signs of abuse. We will therefore:

- Establish and maintain an environment where our students feel safe and secure, and where they are encouraged to talk and are listened to seriously
- Ensure that our students know that there are adults in the school whom they can approach if they are worried or in difficulty or concerned about one of their peers
- Include opportunities in the curriculum for students to develop the skills to recognise abuse and to stay safe, and to include material to help students develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills
- Ensure that, wherever possible, every effort will be made to establish working relationships with families and with colleagues from other agencies. It is important to note that the Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.
- Ensure all staff are trained on safer working practice, will challenge and have an 'it could happen here' approach, and will always consider what is in the best interests of the child

**We recognise that it is the responsibility of each of us to ensure that all elements of this policy are actively and consistently reflected in our practice. We will systematically monitor, evaluate and constantly review the impact of this policy.**

### 3 Definitions, roles & responsibilities

**'Safeguarding'** is "the process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully".

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Safeguarding** is not just about protecting children from deliberate harm. It also relates to aspects of school life including:

- Students' health and safety
- The use of reasonable force
- Meeting the needs of children with medical conditions
- Providing first aid
- Educational visits
- Intimate care
- Internet and online behaviours and interactions
- Appropriate arrangements to ensure school security, taking into account the local context

**Safeguarding** can involve a range of potential issues such as:

- Drug taking
- Alcohol abuse
- Deliberately missing education
- Sexting (also known as producing sexual imagery)
- Peer on peer abuse including:
  - Bullying, including cyber-bullying
  - Physical abuse
  - Sexual violence
  - Sexual harassment
  - Upskirting
  - Sexting (also known as producing sexual imagery)
  - Initiation/hazing types of violence and rituals
- Serious violent crime
- Children with family members in prison
- Child sexual exploitation
- Domestic abuse
- Homelessness
- So called 'honour-based' violence, including female genital mutilation (FGM) and forced marriage
- Extremist ideology and radicalisation

**‘Abuse’** is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused by an adult (or adults) or another child (or children). *More information about the categories of abuse and the signs or indicators is available in Appendix 2.*

**‘Staff’** refers to all teaching and non-teaching staff - permanent and temporary - who have contact with children. It also includes volunteers.

**‘Designated Safeguarding Lead’** (DSL) are staff with the status and authority to make decisions and be responsible for child protection during school time. They are senior leadership level and have an explicit job description outlining their responsibilities. *Names, responsibilities and contact details are available in Appendix 1.*

**‘What is a child?’** - The UN Convention on the Rights of the Child defines a child as everyone under 18 unless, "under the law applicable to the child, majority is attained earlier". The UK has ratified this convention.

There are a number of different laws across the UK that specify age limits in different circumstances. These include child protection; age of consent; and age of criminal responsibility.

**The definition of a ‘child’ in child protection guidance.** England, Wales, Northern Ireland and Scotland each have their own guidance for organisations to keep children safe. They all agree that a child is anyone who is under the age of 18.

**Vulnerable groups.** Some especially vulnerable young people are entitled to services beyond the age of 18. Local authorities in England and Wales must keep in touch with care leavers until they are 25. They should also provide assistance with education, employment and training.

**Age of consent.** The age of consent (the legal age to have sex) in the UK is 16 years old. The laws are there to protect children. They are not there to prosecute under-16s who have mutually consenting sexual activity but will be used if there is abuse or exploitation involved.

To help protect younger children the law says anyone under the age of 13 can never legally give consent. This means that anyone engaging in sexual activity with a child who is 12 or younger will be subject to penalties set out under the Sexual Offences Act 2003.

The law also gives extra protection to young people who are 16 to 17 years old. It is illegal to:

- Take, show or distribute indecent photographs
- Pay for or arrange sexual services
- For a person in a position of trust (for example, teachers) to engage in sexual activity with anyone under the age of 18

**Age of criminal responsibility for children.** The age of criminal responsibility in England is 10 years old. Criminal responsibility is based on when a child is considered capable of committing a crime and old enough to stand trial and be convicted of a criminal offence.

**Children’s wishes.** Most guidance for services for children, like safeguarding and health care, emphasise how important it is to listen to the wishes of the child. However, authorities have a duty to act in the best interests of the child, which may mean contradicting their wishes.

Legislation in England asks that due consideration is given to the wishes and feelings of a child as far as reasonable before making decisions on what services to provide or action to take.



**Early Help** (KCSIE 2019). Any child may benefit from early help. Staff should be 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);
- Is a young carer
- Is showing signs of being drawn into 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
- 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 a privately fostered child

## **Roles and Responsibilities**

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and local academy board members in the school and is consistent with the procedures required from your local three safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including the staff professional standards/code of conduct contained within the staff handbook together with any other local school policies, the role of the DSL, the behaviour policy, and the safeguarding response to children who go missing from education
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation

## **The Designated Safeguarding Lead (DSL)**

Our Chapel St Community School Trust (CSCST) DSL is Devinder Riat. The DSL takes lead responsibility for child protection and wider safeguarding. During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

**E-mail:** [devinder.riat@chapelst.org](mailto:devinder.riat@chapelst.org) **Telephone:** 07500 969603

When the DSL is absent, James Royal, CEO and Deputy DSL will act as cover.

**E-mail:** [james.royal@chapelst.org](mailto:james.royal@chapelst.org) **Telephone:** 07702 914651



The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, channel programme, disclosure and barring service, and/or police), and support staff who make such referrals directly

The DSL will also keep the Headteacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL are set out in their job description.

### **The Local Academy Board**

The Local Academy Board (LAB) will approve this policy at each review and hold the Headteacher to account for its implementation.

The LAB will appoint a senior board level lead to monitor the effectiveness of this policy in conjunction with the full LAB. This is always a different person from the DSL.

The Chair of LAB will act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, where appropriate (see appendix 6).

### **The Headteacher**

The Headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person

### **Training**

The Headteacher and Safeguarding LAB Member should have up to date, individual, relevant safeguarding training based on their role and responsibilities. The DSL will attend the two-yearly relevant training with annual update training delivered by an accredited body or as advised by the local three safeguarding partners or CSCST. The Headteacher, the Chair of LAB and sufficient LAB Members and senior staff should have undertaken safer recruitment training, renewed every two years. Electronic copies of current training certificates should be collected by the school office manager and sent to the CSCST HR team.

All staff will undergo appropriate child protection and safeguarding training and annual child protection refresher training; new staff undergo the mandatory induction in line with KCSIE 2019.

## 4 The Local Academy Board and Trustees- Governance

The Board of Trustees (BT) and LAB have delegated certain functions to Chapel Street Community Schools Trust (CSCST). The BT & LAB therefore have overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishment.

The Board of Trustees (BT) will ensure that a nominated LAB member is appointed for each of our schools to take the lead in Child Protection and Safeguarding issues and monitor the effectiveness of their policy in conjunction with the full LAB. This is always a different person from the DSL.

In particular the LAB must ensure:

- Child protection policy and procedures are in place and are fit for purpose
- Safer recruitment procedures are in place and embedded in recruitment
- A DSL is appointed who is a senior member of the school leadership team and takes the lead on safeguarding and child protection concerns. A deputy DSL must also be appointed and available in the DSL's absence
- Relevant safeguarding & child protection training for school staff/volunteers is completed at least annually
- Safe management of allegations against staff, volunteers and pupils
- Deficiencies or weaknesses in safeguarding arrangements are remedied without delay
- A member of the LAB (usually the Chair) is nominated to be responsible in the event of an allegation of abuse being made against the Headteacher
- Safeguarding policies and procedures are reviewed annually
- The school is aware of its duties re Prevent/channel referrals in conjunction with the police/local authority, in particular that the school community has "due regard to the need to prevent people from being drawn into terrorism"
- The school is aware of its legal duties regarding FGM referrals in conjunction with the police/local authority, in particular that the school community has "due regard to the need to report incidents of FGM to the police".

Safeguarding should be on the agenda at each and every LAB meeting. Any significant items should be brought to the attention of the LAB at that point.

### **Safeguarding Reviews and Audits**

All LAB members and Headteachers should aim to conduct an external review of safeguarding practice in coordination with the Chief Executive Officer. Best practice is to have a bi-annual safeguarding audit, which can be reviewed and brought to the full LAB. Copies should be sent to the Trust. The Trust will provide a safeguarding review officer, or the school can use someone locally who works with their local authority. Any other external review needs to be checked first with the Chief Executive Officer. All schools should aim to have termly 'Strategic Safeguarding Meetings'; members to include the DSL, safeguarding LAB member, facilities manager, IT Manager, school office manager and the Headteacher. These meetings can be used as a method of assuring that safeguarding is effective across the school. Safeguarding arrangements in each department to be discussed and reviewed including health and safety, IT and online safety, single central record, safeguarding training and safeguarding themes.

## 5 Supporting children

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

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

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

The school will support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within the school
- Liaising and working together with all other support services including early help and school support and those external agencies involved in the safeguarding of children
- Notifying children social care/MASH as soon as there is a significant concern
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority

## 6 Supporting staff and volunteers

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

We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate. This will be offered on a one-to-one or group basis when requested.

In circumstances where allegations have been made against a staff member, please refer to 'supporting those involved' in Appendix 6.

## 7 Serious Case Reviews

Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Examples of poor practice 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.

KCSIE 2019 (page 14 sec 49). See also Working Together to Safeguard Children 2018 (page 18, sec 23; chapter 4 and chapter 5, pages 82-99).

Serious case reviews have shown that missed opportunities to record, understand the significance of and share information in a timely manner can have severe consequences for the safety and welfare of children.

Generally, it is not children formally at risk that are killed or seriously harmed and therefore professionals need to look beyond child protection cases when considering potential harm. Research has also demonstrated significant concerns about the quality of records in schools and educational establishments and also a failure of establishments to pass on information when children and young people have left.

The member of staff must record information regarding their concerns on the same day. The recording must be a clear, precise, factual account of the observations. *See Appendices 3 and 4 for guidance and templates.*

The DSL will decide whether the concerns should be referred to children's services or the police in relation to a child. If it is decided to make a referral to children's services this will be discussed with the parents, unless to do so would place the child at further risk of harm. The Headteacher leads on allegations against staff and volunteers. They will refer these to the LADO and CSCST HR (020 8540 5257 - option 1, [hr@chapelst.org](mailto:hr@chapelst.org)) will also be notified.

### **LADO contact details for each school:**

- Atherton (Wigan) 01942 486042 or 01942 828300 (out of office hours), [lado@wigan.gov.uk](mailto:lado@wigan.gov.uk)
- Benedict (Merton) 020 8545 3179, [lado@merton.gov.uk](mailto:lado@merton.gov.uk)
- Burnley (Lancashire) 01772 536694 or 07826902522, [Tim.booth@lancashire.gov.uk](mailto:Tim.booth@lancashire.gov.uk)
- Kingston (Kingston) SPA 020 8547 5008 or 020 8770 5000 (out of office hours)
- Park (Merton) 020 8545 3179, [lado@merton.gov.uk](mailto:lado@merton.gov.uk)
- Tyndale (Oxfordshire) 07833 436649 or 01865 815956, [alison.beasley@oxfordshire.gov.uk](mailto:alison.beasley@oxfordshire.gov.uk)
- Westbridge (Wandsworth) 020 8871 7440, [lado@wandsworth.gov.uk](mailto:lado@wandsworth.gov.uk)

Particular attention will be paid to the attendance and development of any child the school has concerns about or who has been identified as being the subject of a child protection plan. A written record will be kept.

If a student who is/or has been the subject of a child protection plan changes school the DSL/Child Protection Team member will inform the social worker responsible for the case and transfer the appropriate records to the DSL at the receiving school, in a secure manner, and separate from the child's academic file.

The DSL is responsible for making the senior leadership team aware of trends in behaviour that may affect the welfare of children. If necessary, appropriate training will be arranged.

## 8 Confidentiality

We recognise that all matters relating to child protection are confidential. The Headteacher or DSLs will disclose information about a child to other members of staff on a need-to-know basis only.<sup>1</sup>

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

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

**All staff will note that:**

- Timely information sharing is essential to effective safeguarding
- Information must only be shared on a 'need-to-know' basis, but you do not need consent to share information if a child is suffering, or at risk of, serious harm
- Staff should never promise a child that they will not tell anyone about an allegation, as this may not be in the child's best interests

We will always undertake to share our intention to refer a child to social care with their parents/carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with the Local Authority Designated Officer (LADO) on this point.

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<sup>1</sup> Guidance about sharing information, can be found in the DfE guidance 'Information Sharing' July 2018

## 9 Safer recruitment and practice

Every effort will be made to ensure the safe recruitment of staff and volunteers and all legislation regarding safer recruitment will be followed. This will include:

- Following statutory DBS guidelines regarding checks on staff, volunteers and governors, and it is CSCST policy that DBS checks are to be repeated after every three years
- Requiring a standardised application form
- Stating clearly on any advertisement or written information relating to employment our commitment to safeguarding children
- All interview panels will have at least one person who is trained in safer recruitment and the panel will pose relevant safeguarding questions
- Validating as far as possible qualifications, experience and expertise
- Proactively verifying internal as well as external references and testimonials as far as possible
- Verifying identity, from current photographic ID of passport or driving license and proof of address
- Verifying the right to work in the UK
- Examining all career breaks, sudden job changes and/or dismissals
- Maintaining a single central record of all staff
- Carrying out childcare disqualification checks where relevant (relevant staff are asked to complete childcare disqualification declaration forms annually)
- CSCST will follow the recommendations re trainee teachers and contractors as set out in KCSIE 2019
- Contractors operating in student circulation areas will be supervised
- Adhering to the Safer Recruitment requirements within KCSIE 2019

### Single Central Records

The Trust will request updated copies of schools' single central records and school office managers should ensure that these are kept up to date. Any queries on recruitment should be immediately directed to the CSCST HR team or CSCST DSL.



## 10 Allegations of abuse against staff or volunteers

Everyone should feel able to raise concerns about poor or unsafe practice and potential failures in CSCST safeguarding practices and processes. Appropriate whistleblowing procedures and staff behaviour/standards or code of conduct policies, should be in place for such concerns to be raised with the school or Trust's senior leadership team, DSL, LADO or NSPCC Whistleblowing helpline, 0800 028 0285.

Where an allegation has been made about a staff member or volunteer that indicates they may have:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children

The guidance in Appendix 6 must be followed.

## 11 Identifying concerns and dealing with a disclosure

Staff and volunteers must familiarise themselves with the information in Appendix 2 – this outlines what behaviours or indicators to look for when determining whether there is a concern that needs reporting.

If a child chooses to tell a member of staff about alleged abuse, i.e. makes a disclosure, there are a number of actions that staff must undertake to support the child:

- The key facts should be established in language that the child understands, and the child's words will be used in clarifying/expanding what has been said
- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- No promises should be made to the child, for example to keep secrets
- Stay calm and actively listen with the utmost care to what the child is saying
- Question normally without pressurising and only using open questions
  - Leading questions should be avoided as much as possible
  - Questioning should not be extensive
- Staff should not put words in the child's mouth but note the main points carefully
- A full written record must be kept by the staff member, duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the child's body language, etc
- It is not appropriate for staff to make children write statements about abuse that may have happened to them
- Reassure the child and let them know that they were right to inform you
- Inform the child what must be done next and who has to be told
- The DSL must be immediately informed, unless the disclosure has been made to them
- The DSL or deputy DSL will engage with the relevant agencies and parents if doing so will not put the child at further risk

See 'Logging a concern about a child's safety and welfare' in Appendix 4.

## 12 Child sexual exploitation (CSE)

Child sexual exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

(Department for Education, 2017)

Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online.

Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.

Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Staff should be aware that sexual exploitation can take many forms and that pupils may not exhibit external signs of abuse; therefore, staff must be vigilant for the less obvious signs: seeming to have extra money to spend, moving away from established friendship groups, lots of new electronic equipment, appearance of dress, emotional state and use of sexualised language. Linking with known CSE males/females.

CSE is a key element of topical concerns therefore the member of staff must refer the matter to the DSL immediately. Once this is done the DSL will be in contact with relevant partner agencies as necessary. Contact with parents should be made, unless doing so would put the child at further risk.

CSCST expects each individual school to adhere to their local three safeguarding partners CSE procedures, pathway and toolkit.

## 13 Online Safety/CEOP Command (formerly Child Exploitation and Online Protection)

A broad definition of the context of online safety: 'All fixed and mobile technologies that children and young people may encounter, now and in the future, which allow them access to content and communications that could raise issues or pose risks to their wellbeing and safety'.

Please also refer to the online safety and technologies policy in the staff handbook and any school policies relating to online safety. The following action will be taken to safeguard online safety:

- Incidents of an online safety breach will be monitored by the ICT technicians and the designated online safety officer. CEOP trained staff member is Devinder Riat, CSCST DSL for central team at head office. Schools will have individual IT companies.
- The concerns should be communicated with parents of both the victim and perpetrator, where appropriate to do so
- Concerns must be passed onto the relevant agencies where appropriate

The use of technology, including mobile technology, has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

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

- Content: being exposed to illegal, inappropriate or harmful material
- Contact: being subjected to harmful online interaction with other users; and
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm

See Annex C KCSIE 2019.

## 14 So-called 'honour based' violence (HBV) including Female Genital Mutilation (FGM) and forced marriage

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

### Female Genital Mutilation (FGM)

FGM is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision, cutting or sunna.

There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health.

Religious, social or cultural reasons are sometimes given for HBV. However, HBV including FGM is child abuse. It's dangerous and a criminal offence.

FGM has been a criminal offence in the UK since 1985. The Female Genital Mutilation Act 2003 makes it a criminal offence, not only to carry out FGM in England, Wales and Northern Ireland (2005 Act in Scotland) on a girl who is a UK national or permanent resident, but also to take a girl out of the UK to have FGM performed abroad, even to countries where FGM is legal. Anyone found guilty of the offence faces a maximum penalty of 14 years in prison.

From July 2015 anyone can apply to the court for an FGM Protection Order if they are concerned that someone is at risk of FGM. Breaching an FGM Protection Order is a criminal offence with a maximum sentence of five years' imprisonment.

A girl or woman who's had FGM may:

- have difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- have unusual behaviour after an absence from the school
- be particularly reluctant to undergo normal medical examinations
- ask for help but may not be explicit about the problem due to embarrassment or fear

### Monitoring and reporting incidents of FGM

All staff should speak to the DSL (or deputy) with regard to any concerns about female genital mutilation (FGM). The DSL will support the child appropriately and will engage with partner agencies. Contact with parents/family should be limited until advice has been sought. Attendance of students known to originate from well-known FGM areas should be monitored.

If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher is under a legal duty to report this to the police. See Appendix A of KCSIE for further details.

## **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.

All staff should speak to the DSL (or deputy) with regard to any concerns about forced marriage. The DSL will support the child appropriately and will engage with partner agencies. The child should be informed that no contact will be made with parents.

The Forced Marriage Unit has published statutory guidance and multi-agency guidelines, pages 35-36 of which focus on the role of schools and colleges. Staff can contact the Forced Marriage Unit for advice or information on 020 7008 0151 or [fm@fco.gov.uk](mailto:fm@fco.gov.uk).

## 15 Radicalisation

Radicalisation is an issue for all areas of the country and one for which we must closely monitor our students and relay information onto the appropriate agencies:

- Police
- Prevent
- Safer School Partnership Officers
- MASH

### Definitions and indicators

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views.

There are a number of behaviours, which may indicate a child is at risk of being radicalised or exposed to extreme views. These include:

- Spending increasing time in the company of other suspected extremists
- Changing their style of dress or personal appearance to accord with the group
- Their day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- Possession of materials or symbols associated with an extremist cause
- Attempts to recruit others to the group/cause
- Communications with others that suggests identification with a group, cause or ideology
- Using insulting derogatory names for another group
- Increase in prejudice-related incidents committed by that person – these may include physical or verbal assault, provocative behaviour, damage to property, derogatory name calling, possession of prejudice-related materials, prejudice related ridicule or name calling, inappropriate forms of address, refusal to co-operate, attempts to recruit to prejudice-related organisations, condoning or supporting violence towards others

### Procedures for referrals

- It is important for staff to be constantly vigilant and remain fully informed about the issues which affect the area in which we teach and where our students come from. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to refer any concerns through the appropriate channels
- We believe that it is possible to intervene to protect people who are vulnerable. Early intervention is vital, and staff must be aware of the established processes for front line professionals to refer concerns about individuals and groups. We must have the confidence to challenge, the confidence to intervene, and ensure that we have strong safeguarding practices
- The DSL will deal swiftly with any concerns raised by staff or referrals made by staff
- The Headteacher and safeguarding team will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed



## **Managing prayer and faith facilities**

Schools should set clear procedures on the use of chapels and prayer rooms and other faith-related activities. They should cover arrangements for managing the facilities and any issues that arise, including how access is managed after hours.

See also the 'Prevent & Channel Duty toolkit'

[www.gov.uk/government/publications/prevent-duty-toolkit-for-local-authorities-and-partner-agencies](http://www.gov.uk/government/publications/prevent-duty-toolkit-for-local-authorities-and-partner-agencies)

## 16 Fundamental British Values and building children's resilience to radicalisation

All schools now have a duty to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These duties are designed to tighten up the standards on pupil welfare to improve safeguarding, and the standards on spiritual, moral, social and cultural development of pupils to strengthen the barriers to extremism.

The principles of these duties should:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England

As part of a section 5 inspection, Ofsted inspectors will consider the extent to which the provider prepares learners for life in modern Britain by:

- equipping them to be responsible, respectful, active citizens who contribute positively to society
- developing their understanding of fundamental British values
- developing their understanding and appreciation of diversity
- celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

Chapel St schools will build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. Examples of actions that schools can take include:

- Include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain, in contrast to other forms of government in other countries
- Ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils
- Use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view
- Use teaching resources from a wide variety of sources to help pupils understand a range of faiths, and consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values

## 17 Preventing and tackling bullying

The school keeps accurate information regarding bullying incidents against students/staff.

The Equality Act 2010 requires all schools to have due regard of the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it

The school has a duty of care to all students and staff to ensure they are safe to work, learn and develop unimpeded by fear. Where bullying is found to have taken place by any means, whether on-site or off-site, including cyber-bullying, robust action shall be taken to protect the wellbeing of students and staff.

### Definition of bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

### Safeguarding of children who have been bullied

If there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm because of bullying, the school will consult and refer such instances immediately to a phase leader. Even when safeguarding is not an issue, the school staff may consult and work with external agencies to support students who are being bullied or involved in bullying behaviour.

The school will take seriously any complaints of bullying and will deal with these complaints in line with the school's behaviour policy.

## Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds 1 Section 62 of the Coroners and Justice Act 2009 defines prohibited images of children. Section 63 of the Criminal Justice and Immigrations Act 2008 defines extreme pornographic images. Where they find material that they do not suspect contains evidence in relation to an offence, the member of staff should consult with a member of the senior leadership team to decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

In all our communications, whether written, spoken, text, emailed or published on websites, we must treat other people with respect. Even if we disagree with another person, fall out with them, or become angry with them, we should state our case clearly and respectfully.

- If you feel you are being bullied by email, text or online, do talk to someone you trust
- Never send any bullying or threatening messages. Anything you write and send could be read by an adult
- Serious bullying should be reported to a member of staff; in some cases, the school will inform the police - for example, threats of a physical or sexual nature
- Keep and save any bullying emails, text messages or images
- If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender
- **Don't** reply to bullying or threatening text messages or emails - this could make matters worse. It also lets the bullying people know that they have found a 'live' phone number or email address
- **Don't** forward abusive texts or emails or images to anyone. You could be breaking the law just by forwarding them. If they are about you, keep them as evidence. If they are about someone else seek advice from the safeguarding team or the police. Don't reply to the sender
- **Don't** ever give out passwords to your mobile, email account or other social media apps
- **Remember** that sending abusive or threatening messages is against the law

## 18 Child on child sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any gender. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

CSCST and their LABs are aware that the department has published detailed advice to support schools and colleges. The advice is available here: [Sexual violence and sexual harassment between children in schools and colleges](#) and includes, what sexual violence and sexual harassment look like, important context to be aware of, related legal responsibilities for schools and colleges and advice on a whole school or college approach to preventing child on child sexual violence and sexual harassment.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Schools should consider the following:

- It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys. Schools should be aware of the importance of:
  - Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
  - Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”
  - Challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia. Dismissing or tolerating such behaviours risks normalising them
- Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable. Disabled and deaf children are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:
  - Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration
  - The potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs
  - Communication barriers and difficulties overcoming these barriers
- Children who are Lesbian, Gay, Bisexual or Trans (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT

### Sexual violence

It is important that schools are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. Sexual violence relates to sexual offences under the Sexual Offences Act 2003 which are rape, assault by penetration and sexual assault.

Someone consents to sexual activity only if s/he agrees by choice and has the freedom and capacity to make that choice. Consent to sexual activity may be given to one sort of sexual activity but not another.

## **Sexual harassment**

This is 'unwanted conduct of a sexual nature' that can occur online and offline. 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.

Sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making
- Sexual remarks about clothes and appearance and calling someone sexualised names
- Sexual "jokes" or taunting
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature
- Online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence

## **Upskirting**

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

## **Harmful sexual behaviours**

Children's sexual behaviours exist on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviours are developmentally inappropriate and may cause developmental damage.

Harmful sexual behaviours can occur online and offline and can occur simultaneously between the two. Harmful sexual behaviours should be considered in a child protection context.

When considering harmful sexual behaviours, ages and the stages of development of the children are critical factors to consider. 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 in age 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.

The DSL (and their deputies) should have a good understanding of harmful sexual behaviour. This will aid in planning preventative education, implementing preventative measures, drafting and implementing an effective child protection policy and incorporating the approach to sexual violence and sexual harassment into the whole school approach to safeguarding.

Harmful sexual behaviours can, in some cases, progress on a continuum. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying harmful sexual behaviours have often experienced their own abuse and trauma. It is important that they are offered appropriate support.

## **Responding to reports of sexual violence and sexual harassment**

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Pre-planning, effective training and effective policies will be provided by the school with the foundation for a calm, considered and appropriate response to any reports.

Any decisions are for the school to make on a case-by-case basis, with the DSL (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

Effective safeguarding practice is for CSCST schools to be clear, in advance, as to what local processes are in place in their area in line with the local three safeguarding partners, and what support can be accessed when sexual violence or sexual harassment has occurred. It is important to prepare for this in advance and review this information on a regular basis to ensure it is up to date.

As such:

- If required, the DSL (or their deputies) should discuss the local response to sexual violence and sexual harassment with police and children's social care colleagues in order to prepare the schools policies (especially the child protection policy) and responses
- The DSL (and their deputies) should be confident as to what local specialist support is available to support all of the children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment and be confident as to how to access this support when required

CSCST school initial response to a report from a child is important. 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.

All staff will be trained to manage a report to the DSL or deputy DSL.

### **Risk Assessment**

When there has been a report of sexual violence, the DSL (or a deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- The victim, especially their protection and support
- The alleged perpetrator
- All other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them

Risk assessments will be recorded (written or electronic) and will be kept under review. At all times, CSCST schools will actively consider the risks posed to all their pupils and students and putting adequate measures in place to protect them and keep them safe.

The DSL (or a deputy) will ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required.



## What to consider

CSCST staff will carefully consider any report of sexual violence and/or sexual harassment. The DSL (or a deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's 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
- The nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour
- The ages of the children involved
- The developmental stages of the children involved
- Any power imbalance between the children. For example, is the 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
- Are there ongoing risks to the victim, other children, adult students or school staff?
- Other related issues and wider context including Contextual safeguarding

## Children sharing a classroom: Initial considerations when the report is made

Any report of sexual violence is likely to be traumatic for the victim. However, reports of rape and assault by penetration are likely to be especially difficult with regard to the victim and close proximity with the alleged perpetrator is likely to be especially distressing. Whilst the school establishes the facts of the case and starts the process of liaising with children's social care and the police, the alleged perpetrator should be removed from any classes they share with the victim. CSCST will also consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school premises and on transport to and from the school where appropriate. These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

For other reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises and school transport, should be considered immediately. In all cases, the initial report should be carefully evaluated, reflecting the considerations set out in the guidance. The wishes of the victim, the nature of the allegations and the protection of all children in the school will be especially important when considering any immediate actions.

Options on how to manage the reporting in the school;

- Manage internally
- Early help
- Referral to children's social care
- Any report to the police will generally be in parallel with a referral to children's social care and completed by the DSL

The school will have to consider bail conditions and children 'Released Under Investigation' (RUI), manage any implications and safeguard their children. The victim should continue in their normal routine, including continuing to receive suitable education. The DSL will work closely with the police and other agencies throughout this process to ensure any action the school takes does not jeopardise any police investigations.

The end of any criminal process will be carefully managed by the DSL and the needs and wishes of the victim should be paramount (along with protecting the child) in any response.

The DSL will have to consider how the victim and alleged perpetrator share the same school. This will be considered on an individual basis with necessary risk assessments in place.

### **A planned curriculum as part of a whole school approach**

The most effective preventative education programme will be through a whole school approach that prepares pupils for life in modern Britain. Chapel St schools have a clear set of values and standards, and these will be upheld and demonstrated throughout all aspects of school life. These will be underpinned by the school's behaviour policy and pastoral support system, and by a planned programme of evidence-based content delivered through the curriculum. Such a programme will be developed to be age and stage of development appropriate, and may tackle such issues as:

- Healthy and respectful relationships
- What respectful behaviour looks like
- Gender roles, stereotyping, equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

## 19 Attendance

CSCST has a duty of care for all of its students and has a responsibility to accurately monitor and record attendance for all of its students.

This covers those students who are in mainstream school full time, those students accessing a modified timetable or those who engage with alternative provision.

Students whose parents have opted for home tuition, contact should be made with home to clarify this and contact made with the Education Welfare Service who should carry out a home visit and referral to children's social care if the DSL/SENCO feel the child is at greater risk by being educated at home.

### **Students in mainstream/ modified timetables:**

- Daily monitoring of attendance and parents/carers to be contacted via text facility/phone
- Parents to be spoken to during absence and upon their return to education following an absence of a day or more
- Parents/carers to be contacted via phone/letter for students missing more than two days from education
- Parents/carers to be contacted via letter if their child's attendance falls consistently below 95% (first letter), 90% (second letter), 90% (third letter)
- Attendance meetings to be set for students dropping below 90%
- Referrals (where appropriate) to be made to the Educational Welfare Service if attendance drops below 90%
- The school attendance protocol to be followed including immediate returns to the local authority for children leaving the school. The school follows the guidance of Children Missing in Education September 2016

### **Students accessing Alternative Provision:**

- Students to be monitored by key staff and referrals to be placed into Education Welfare Service when attendance drops consistently below 90% without valid medical reason
- Students who are Looked After Children, social workers and virtual school must be contacted before placements are discussed
- Students with social services involvement should have contact with social workers well in advance of any commencement date

### **Children and the court system**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children: [5-11-year olds](#) and [12-17 year olds](#).

They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

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

## **Children missing from education**

All staff should be 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 or risk of forced marriage. 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. Staff should be aware of their school's unauthorised absence and children missing from education procedures.

## **Children with family members in prison**

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

## **Serious violence**

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

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines guidance](#).

## **Child criminal exploitation: County lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- Can affect any child or young person (male or female) under the age of 18 years
- Can affect any vulnerable adult over the age of 18 years and can still be exploitation even if the activity appears consensual
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- Can be perpetrated by individuals or groups, males or females, and young people or adults; and is typified by some form of power imbalance in favour of those perpetrating the exploitation

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

## 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. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

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. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- [NSPCC Domestic abuse – signs, indicators and effects](#)
- [Refuge – Support for women/what about my children?](#)
- [Safelives – young people and domestic abuse](#)

## Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any deputies) should be aware of contact details and referral routes to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into 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, it should also be recognised in some cases 16 and 17 year olds 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 services will be the lead agency for these young people and the DSL (or their deputies) should 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 olds who may be homeless and/or require accommodation](#).

## 20 Childcare disqualification

### Disqualification under the Childcare Act 2006

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

This statutory guidance requires schools to ensure that persons working in relevant childcare settings are not disqualified from doing so under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (“the 2018 regulations”) and obligations under the Childcare Act 2006 in schools.

### Disqualification criteria

The criteria for disqualification under the 2006 act and the 2018 regulations include:

- Inclusion on the Disclosure and Barring Service (DBS) Children’s Barred List
- Being found to have committed certain violent and sexual criminal offences against children and adults which are referred to in regulation 4 and Schedules 2 and 3 of the 2018 regulations (note that regulation 4 also refers to offences that are listed in other pieces of legislation)
- Certain orders made in relation to the care of children which are referred to in regulation 4 and listed at Schedule 1 of the 2018 regulations
- Refusal or cancellation of registration relating to childcare (except if the refusal or cancellation of registration is in respect of registration with a child minder agency or the sole reason for refusal or cancellation is failure to pay a prescribed fee under the 2006 act (regulation 4(1) of the 2018 regulations)), or children’s homes, or being prohibited from private fostering, as specified in paragraph 17 of Schedule 1 of the 2018 regulations
- Living in the same household where another person who is disqualified lives or is employed (disqualification ‘by association’) as specified in regulation 9 of the 2018 regulations (note that regulation 9 only applies where childcare is provided in domestic settings, defined as ‘premises which are used wholly or mainly as a private dwelling’ in section 98 of the act, or under a domestic premises registration, including non-domestic premises up to 50% of the time) so no longer a statutory requirement in schools
- Being found to have committed an offence overseas, which would constitute an offence regarding disqualification under the 2018 regulations if it had been committed in any part of the United Kingdom

The above list is only a summary of the criteria that lead to disqualification. Further details about the specific orders and offences, which will lead to disqualification, are set out in the 2018 regulations in the links below or hard copies available from the school office if required.

[www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006](http://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006)

<http://www.legislation.gov.uk/uksi/2018/794/schedule/1/made>

<http://www.legislation.gov.uk/uksi/2018/794/schedule/2/made>

<http://www.legislation.gov.uk/uksi/2018/794/schedule/3/made>

To ensure the school can show that it is not knowingly employing a person who is disqualified, the relevant staff are asked to complete and sign a declaration form every year.

If any staff fail to complete and return the form, this could be regarded as a disciplinary matter for staff, which may result in dismissal and in the case of volunteers, will mean that you can no longer work at the school.

A disqualified person is not permitted to continue to work in a setting providing care for children in an early years or later years provision, unless they apply for and are granted a waiver from OFSTED. Reference: [www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006#ofsted-waiver](http://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006#ofsted-waiver)

All staff and volunteers are required to inform the Headteacher without delay if they believe they may be disqualified or know of a person associated to them at any subsequent point following appointment.

Staff who are not covered, are still expected to discuss matters as above with the school Headteacher.

## APPENDIX 1 – Designated Safeguarding Lead - responsibilities

The Designated Safeguarding Lead for Child Protection is:

Devinder Riat

E-mail: [devinder.riat@chapelst.org](mailto:devinder.riat@chapelst.org) Telephone: 07500 969603

Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the DSL, this **lead responsibility** should not be delegated.

The Deputy DSL for Child Protection is:

James Royal, CEO

E-mail: [james.royal@chapelst.org](mailto:james.royal@chapelst.org) Telephone: 07702 914651

It is the role of the DSL/Deputies to:

### Manage referrals

The DSL is expected to:

- Refer cases of suspected abuse to the local authority children's social care as required
- 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;
- 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
- Refer cases where a crime may have been committed to the police as required

### Work with others

The DSL is expected to:

- 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
- As required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member)
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff
- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs - or the named person with oversight for SEN in a school) on matters of safety and safeguarding (including online and digital safety) when deciding whether to make a referral by liaising with relevant agencies
- Act as a source of support, advice and expertise for all staff

### Training

The DSL (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The DSL should undertake Prevent awareness training.



In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role 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
- Ensure each member of staff has access to, and understands, the school's 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 young carers
- Are able to keep detailed, accurate, secure written records of concerns and referrals
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children 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**

The DSL should:

- Ensure the school child protection policies are known, understood and used appropriately
- Ensure the school child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with LAB members or proprietors regarding this
- Ensure the 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 local three safeguarding partners to make sure staff are aware of training opportunities and the latest local policies on safeguarding

## **Child protection file**

Where children leave the school ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools should ensure key staff such as DSLs and SENCOs or the named person with oversight for SEN in schools, are aware as required. In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.

## **Availability**

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

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

## APPENDIX 2 – Categories of abuse and indicators

### Categories of Abuse include 4 main categories:

- **Physical abuse**
- **Neglect**
- **Sexual abuse**
- **Emotional abuse**

### And other significant safeguarding categories

- Bullying and cyber bullying
- Child sexual exploitation
- Child trafficking
- Domestic abuse
- Female genital mutilation
- Grooming
- Online abuse
- Peer on peer abuse
- Contextual safeguarding
- Harmful sexual behaviour
- Prevent and extremism

### Risk Indicators

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

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

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

### In an abusive relationship the child may:

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

### The parent or carer may:

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

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

## **Signs of Child Abuse (source NSPCC):**

### **All ages:**

- Talks of being left home alone or with strangers
- Poor bond or relationship with a parent, also known as attachment
- Acts out excessive violence with other children
- Lacks social skills and has few if any friends

### **Under 5s**

- Doesn't cry or respond to parent's presence or absence from an early age
- Reaches developmental milestones late, such as learning to speak, with no medical reason
- Significantly underweight but eats well when given food

### **5-11 year olds**

- Becomes secretive and reluctant to share information
- Reluctant to go home after school
- Unable to bring friends home or reluctant for professionals to visit the family home
- Poor school attendance and punctuality, or late being picked up
- Parents show little interest in child's performance and behaviour at school
- Parents are dismissive and non-responsive to professional concerns
- Is reluctant to get changed for sports etc
- Wets or soils the bed

### **11-16 year olds**

- Drinks alcohol regularly from an early age
- Is concerned for younger siblings without explaining why
- Becomes secretive and reluctant to share information
- Talks of running away
- Shows challenging/disruptive behaviour at school
- Is reluctant to get changed for sports etc

Children who suffer abuse may be afraid to tell anybody about the abuse. They may struggle with feelings of guilt, shame or confusion – particularly if the abuser is a parent, caregiver or other close family member or friend. Many of the signs that a child is being abused are the same regardless of the type of abuse. Anyone working with children or young people needs to be vigilant to the signs listed below:

- Regular flinching in response to sudden but harmless actions, for example someone raising a hand quickly
- Showing an inexplicable fear of particular places or making excuses to avoid particular people
- Knowledge of 'adult issues' for example alcohol, drugs and/or sexual behaviour which is inappropriate for their age or stage of development
- Angry outbursts or behaving aggressively towards other children, adults, animals or toys
- Becoming withdrawn or appearing anxious, clingy or depressed
- Self-harming or thoughts about suicide
- Changes in eating habits or developing eating disorders
- Regularly experiencing nightmares or sleep problems
- Regularly wetting the bed or soiling their clothes
- In older children, risky behaviour such as substance misuse or criminal activity
- Running away or regularly going missing from home or care

- Not receiving adequate medical attention after injuries

These signs do not necessarily mean that a child is being abused. There may well be other reasons for changes in a child's behaviour such as a bereavement or relationship problems between parents/carers. In assessing whether signs are related to abuse or not, they need to be considered in the context of the child's development and situation.

## **Physical Abuse**

Physical abuse happens when a child is deliberately hurt, causing injuries such as cuts, bruises, burns and broken bones. It can involve hitting, kicking, shaking, throwing, poisoning, burning or suffocating. It's also physical abuse if a parent or carer makes up or causes the symptoms of illness in children. For example, they may give them medicine they don't need, making them unwell. This is known as fabricated or induced illness.

The following are often regarded as indicators of concern:

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

## **Spotting the signs of physical abuse**

All children have trips, falls and accidents which may cause cuts, bumps and bruises. These injuries tend to affect bony areas of their body such as elbows, knees and shins and are not usually a cause for concern. Injuries that are more likely to indicate physical abuse include:

### **Bruising**

- Bruises on babies who are not yet crawling or walking
- Bruises on the cheeks, ears, palms, arms and feet
- Bruises on the back, buttocks, tummy, hips and backs of legs
- Multiple bruises in clusters, usually on the upper arms or outer thighs
- Bruising which looks like it has been caused by fingers, a hand or an object, like a belt or shoe
- Large oval-shaped bite marks.

### **Burns or scalds**

- Any burns which have a clear shape of an object, for example cigarette burns
- Burns to the backs of hands, feet, legs, genitals or buttocks

Other signs of physical abuse include multiple injuries (such as bruising, fractures) inflicted at different times.

If a child is frequently injured, and if the bruises or injuries are unexplained or the explanation doesn't match the injury, this should be investigated. It's also concerning if there is a delay in seeking medical help for a child who has been injured.

## **Neglect**

Neglect is persistently failing to meet a child's basic physical and/or psychological needs usually resulting in serious damage to their health and development. Neglect may involve a parent's or carer's failure to:

- Provide adequate food, clothing or shelter
- Supervise a child (including leaving them with unsuitable carers) or keep them safe from harm or danger
- Make sure the child receives appropriate health and/or dental care
- Make sure the child receives a suitable education
- Meet the child's basic emotional needs – parents may ignore their children when they are distressed or even when they are happy or excited. This is known as emotional neglect

Neglect is the most common type of child abuse. It often happens at the same time as other types of abuse.

### **Spotting the signs of neglect**

Neglect can be difficult to identify. Isolated signs may not mean that a child is suffering neglect, but multiple and persistent signs over time could indicate a serious problem.

#### **Some of these signs include:**

- Children who appear hungry - they may come to school without lunch money or even try to steal food
- Children who appear dirty or smelly and whose clothes are unwashed or inadequate for the weather conditions
- Children who are left alone or unsupervised
- Children who fail to thrive or who have untreated injuries, health or dental problems
- Children with poor language, communication or social skills for their stage of development
- Children who live in an unsuitable home environment, for example the house is very dirty and unsafe, perhaps with evidence of substance misuse or violence
- Children who have taken on the role of carer for other family members.

## **Sexual Abuse**

Sexual abuse is forcing or enticing a child to take part in sexual activities. It doesn't necessarily involve violence and the child may not be aware that what is happening is abuse.

Child sexual abuse can involve contact abuse and/or non-contact abuse. Contact abuse happens when the abuser makes physical contact with the child.

It includes:

- Sexual touching of any part of the body whether the child is wearing clothes or not
- Rape or penetration by putting an object or body part inside a child's mouth, vagina or anus
- Forcing or encouraging a child to take part in sexual activity
- Making a child take their clothes off, touch someone else's genitals or masturbate

Non-contact abuse involves non-touching activities. It can happen online or in person and includes:

- Encouraging a child to watch or hear sexual acts
- Not taking proper measures to prevent a child being exposed to sexual activities by others
- Showing pornography to a child
- Making, viewing or distributing child abuse images
- Allowing someone else to make, view or distribute child abuse images

Online sexual abuse includes:

- Persuading or forcing a child to send or post sexually explicit images of themselves, this is sometimes referred to as sexting
- Persuading or forcing a child to take part in sexual activities via a webcam or smartphone
- Having sexual conversations with a child by text or online
- Meeting a child following online sexual grooming with the intent of abusing them

Abusers may threaten to send sexually explicit images, video or copies of sexual conversations to the young person's friends and family unless they take part in other sexual activity. Images or videos may continue to be shared long after the abuse has stopped.

Abusers will often try to build an emotional connection with a child in order to gain their trust for the purposes of sexual abuse. This is known as grooming.

### **Spotting the signs of sexual abuse**

There may be physical signs that a child has suffered sexual abuse.

These include:

- Pain or itching of genital area
- Bruising or bleeding near the genital area
- Discomfort when walking or sitting down
- An unusual discharge
- Sexually transmitted infections (STI)
- Pregnancy

Changes in the child's mood or behaviour may also cause concern. They may want to avoid spending time with specific people. In particular, the child may show sexual behaviour that is inappropriate for their age.

For example:

- They could use sexual language or know things about sex that you wouldn't expect them to
- A child might become sexually active at a young age
- They might be promiscuous

### **Emotional Abuse**

Emotional abuse is persistent and over time, it severely damages a child's emotional health and development. It involves:

- Humiliating, putting down or constantly criticising a child
- Shouting at or threatening a child or calling them names
- Mocking a child or making them perform degrading acts
- Constantly blaming or scapegoating a child for things which are not their fault
- Trying to control a child's life and not recognising their individuality
- Not allowing them to have friends or develop socially
- Pushing a child too hard or not recognising their limitations
- Manipulating a child
- Exposing a child to distressing events or interactions such as drug taking, heavy drinking or domestic abuse
- Persistently ignoring them
- Being cold and emotionally unavailable during interactions with a child

- Never saying anything kind, positive or encouraging to a child and failing to praise their achievements and successes

## **Spotting the signs of emotional abuse**

There aren't usually any obvious physical signs of emotional abuse, but you may spot signs in a child's actions or emotions.

It's important to remember that some children are naturally quiet and self-contained whilst others are more open and affectionate. Mood swings and challenging behaviour are also a normal part of growing up for teenagers and children going through puberty. Be alert to behaviours which appear to be out of character for the individual child or are particularly unusual for their stage of development.

Babies and pre-school children who are being emotionally abused may:

- Be overly-affectionate towards strangers or people they haven't known for very long
- Not appear to have a close relationship with their parent, for example when being taken to or collected from nursery
- Lack confidence or become wary or anxious
- Be unable to play
- Be aggressive or nasty towards other children and animals

Older children may:

- Use language, act in a way or know about things that you wouldn't expect for their age
- Struggle to control strong emotions or have extreme outbursts
- Seem isolated from their parents
- Lack social skills or have few, if any, friends
- Fear making mistakes
- Fear their parent being approached regarding their behaviour/self-harm

## **Bullying and Cyberbullying**

Bullying is behaviour that hurts someone else. It usually happens over a lengthy period of time and can harm a child both physically and emotionally.

Bullying includes:

- Verbal abuse, such as name calling
- Non-verbal abuse, such as hand signs or glaring
- Emotional abuse, such as threatening, intimidating or humiliating someone
- Exclusion, such as ignoring or isolating someone
- Undermining, by constant criticism or spreading rumours
- Controlling or manipulating someone
- Racial, sexual or homophobic bullying
- Physical assaults, such as hitting and pushing
- Making silent, hoax or abusive calls

Bullying can happen anywhere – at school, at home or online. When bullying happens online it can involve social networks, games and mobile devices. Online bullying can also be known as cyberbullying.

Cyberbullying includes:

- Sending threatening or abusive text messages



- Creating and sharing embarrassing images or videos
- 'Trolling' - sending menacing or upsetting messages on social networks, chat rooms or online games
- Excluding children from online games, activities or friendship groups
- Setting up hate sites or groups about a particular child
- Encouraging young people to self-harm
- Voting for or against someone in an abusive poll
- Creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name.

### **Spotting the signs of bullying and cyberbullying**

It can be hard to know whether or not a child is being bullied. They might not tell anyone because they're scared the bullying will get worse. They might also think that the bullying is their fault.

No one sign indicates for certain that a child's being bullied, but you should look out for:

- Belongings getting 'lost' or damaged
- Physical injuries such as unexplained bruises
- Being afraid to go to school, being mysteriously 'ill' each morning, or skipping school
- Not doing as well at school
- Asking for, or stealing, money (to give to a bully)
- Being nervous, losing confidence or becoming distressed and withdrawn
- Problems with eating or sleeping
- Bullying others

### **Child Sexual Exploitation**

Child sexual exploitation (CSE) is a type of sexual abuse. Young people in exploitative situations and relationships receive things such as gifts, money, drugs, alcohol, status or affection in exchange for taking part in sexual activities.

Young people may be tricked into believing they're in a loving, consensual relationship. They often trust their abuser and don't understand that they're being abused. They may depend on their abuser or be too scared to tell anyone what's happening. They might be invited to parties and given drugs and alcohol before being sexually exploited. They can also be groomed and exploited online.

Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs (Berelowitz et al, 2013).

Child sexual exploitation can involve violent, humiliating and degrading sexual assaults and involve multiple perpetrators.

### **Spotting the signs of child sexual exploitation**

Sexual exploitation can be very difficult to identify. Warning signs can easily be mistaken for 'normal' teenage behaviour.

Young people who are being sexually exploited may:

- Go missing from home, care or education
- Be involved in abusive relationships, appearing intimidated and fearful of certain people or situations

- Hang out with groups of older people, or anti-social groups, or with other vulnerable peers
- Get involved in gangs, gang fights, gang membership
- Have older boyfriends or girlfriends
- Spend time at places of concern, such as hotels or known brothels
- Not know where they are, because they have been moved around the country
- Be involved in petty crime such as shoplifting
- Have access to drugs and alcohol
- Have new things such as clothes and mobile phones which they can't or won't explain
- Have unexplained physical injuries

## **Child Trafficking**

Child trafficking is child abuse. It involves recruiting and moving children who are then exploited. Many children are trafficked into the UK from overseas, but children can also be trafficked from one part of the UK to another.

Children are trafficked for:

- Child sexual exploitation
- Benefit fraud
- Forced marriage
- Domestic servitude such as cleaning, childcare, cooking
- Forced labour in factories or agriculture
- Criminal exploitation such as cannabis cultivation, pickpocketing, begging, transporting, drugs, selling pirated DVDs and bag theft

Children who are trafficked experience many forms of abuse and neglect. Physical, sexual and emotional abuse is often used to control them and they're also likely to suffer physical and emotional neglect.

Child trafficking can require a network of organised criminals who recruit, transport and exploit children and young people. Some people in the network might not be directly involved in trafficking a child but play a part in other ways, such as falsifying documents, bribery, owning or renting premises or money laundering (Europol, 2011). Child trafficking can also be organised by individuals and the children's own families.

Traffickers trick, force or persuade children to leave their homes. They use grooming techniques to gain the trust of a child, family or community. Although these are methods used by traffickers, coercion, violence or threats don't need to be proven in cases of child trafficking - a child cannot legally consent to their exploitation, so child trafficking only requires evidence of movement and exploitation.

Modern slavery is another term which may be used in relation to child trafficking. Modern slavery encompasses slavery, servitude, forced and compulsory labour and human trafficking (HM Government, 2014). The Modern Slavery Act passed in 2015 in England and Wales categorises offences of slavery, servitude, forced or compulsory labour and human trafficking (NCA, 2017).

## **Spotting the signs of child trafficking**

Signs that a child has been trafficked may not be obvious but you might notice unusual behaviour or events.

These include a child who:

- Spends a lot of time doing household chores

- Rarely leaves their house, has no freedom of movement and no time for playing
- Is orphaned or living apart from their family, often in unregulated private foster care
- Lives in substandard accommodation
- Isn't sure which country, city or town they're in
- Is unable or reluctant to give details of accommodation or personal details
- Might not be registered with a school or a GP practice
- Has no documents or has falsified documents
- Has no access to their parents or guardians
- Is seen in inappropriate places such as brothels or factories
- Possesses unaccounted for money or goods
- Is permanently deprived of a large part of their earnings, required to earn a minimum amount of money every day or pay off an exorbitant debt
- Has injuries from workplace accidents
- Gives a prepared story which is very similar to stories given by other children

There are also signs that an adult is involved in child trafficking, such as:

- Making multiple visa applications for different children
- Acting as a guarantor for multiple visa applications for children
- Travelling with different children who they're not related to or responsible for
- Insisting on remaining with and speaking for the child
- Living with unrelated or newly arrived children
- Abandoning a child or claiming not to know a child they were previously with

## **Domestic Abuse**

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people who are or were in an intimate relationship. There are many different types of abusive behaviours that can occur within intimate relationships, including emotional, sexual, financial, psychological and physical abuse. Domestic abuse can be underpinned by an on-going pattern of psychologically abusive behaviour (coercive control) that is used by 1 partner to control or intimidate the other partner.

In situations of domestic abuse, both males and females can be abused or be abusers. Domestic abuse can happen in any relationship regardless of age, sexuality, gender identity, race or religious identity. Research by the NSPCC has indicated that many young people experience domestic abuse in their own intimate relationships (Barter, 2009). The UK's cross-government definition of domestic abuse also covers relationships between young people aged 16 and 17 (Home Office, 2013).

Children's exposure to domestic abuse between parents and carers is child abuse. Children can be directly involved in incidents of domestic abuse or they may be harmed by seeing or hearing abuse happening. The developmental and behavioural impact of witnessing domestic abuse is similar to experiencing direct abuse. Children in homes where there is domestic abuse are also at risk of other types of abuse or neglect.

## **Spotting the signs of domestic abuse**

It can be difficult to tell if domestic abuse is happening, because it usually takes place in the family home and abusers can act very differently when other people are around. Children who witness domestic abuse may:

- Become aggressive
- Display anti-social behaviour
- Suffer from depression or anxiety
- Not do as well at school - due to difficulties at home or disruption of moving to and from refuges

## **Female Genital Mutilation**

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision or cutting.

The age at which FGM is carried out varies. It may be carried out when a girl is newborn, during childhood or adolescence, just before marriage or during pregnancy (Home Office et al, 2016).

Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and a criminal offence.

There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It's used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health.

### **Spotting the signs of female genital mutilation**

A girl at immediate risk of FGM may not know what's going to happen. But she might talk about or you may become aware of:

- A long holiday abroad or going 'home' to visit family
- Relative or cutter visiting from abroad
- A special occasion or ceremony to 'become a woman' or get ready for marriage
- A female relative being cut – a sister, cousin or an older female relative such as a mother or aunt
- Missing school repeatedly or running away from home

A girl who has had FGM may:

- Have difficulty walking, standing or sitting
- Spend longer in the bathroom or toilet
- Appear withdrawn, anxious or depressed
- Have unusual behaviour after an absence from school
- Be particularly reluctant to undergo normal medical examinations
- Ask for help but may not be explicit about the problem due to embarrassment

## **Grooming**

Grooming is when someone builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit and abuse them.

Children and young people who are groomed can be sexually abused, exploited or trafficked.

Anybody can be a groomer, no matter their age, gender or race. Grooming can take place over a short or long period of time – from weeks to years. Groomers may also build a relationship with the young person's family or friends to make them seem trustworthy or authoritative.

### **Spotting the signs of grooming**

It can be difficult to tell if a child is being groomed – the signs aren't always obvious and may be hidden. Older children might behave in a way that seems to be "normal" teenage behaviour, masking underlying problems.

Some of the signs you might see include:

- being very secretive about how they're spending their time, including when online
- having an older boyfriend or girlfriend
- having money or new things like clothes and mobile phones that they can't or won't explain
- underage drinking or drug taking
- spending more or less time online or on their devices
- being upset, withdrawn or distressed
- sexualised behaviour, language or an understanding of sex that's not appropriate for their age
- spending more time away from home or going missing for periods of time

A child is unlikely to know they've been groomed. They might be worried or confused and less likely to speak to an adult they trust.

### **Online Abuse**

Online abuse is any type of abuse that happens on the internet. It can happen across any device that's connected to the web, like computers, tablets and mobile phones. And it can happen anywhere online, including:

- social media
- text messages and messaging apps
- emails
- online chats
- online gaming
- live-streaming sites

Children can be at risk of online abuse from people they know or from strangers. It might be part of other abuse which is taking place offline, like bullying or grooming. Or the abuse might only happen online.

### **Spotting the signs of online abuse**

A child or young person experiencing abuse online might:

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

### **Peer on peer abuse**

Peer on peer abuse can take many forms including:

- Bullying, including cyber-bullying
- Physical abuse
- Sexual violence
- Sexual harassment
- Upskirting
- Sexting (also known as producing sexual imagery)
- Initiation/hazing types of violence and rituals

Further information on these categories of abuse and their indicators can be found in the relevant sections of this Appendix and in Section 18 of this policy.

## **Contextual Safeguarding**

'Contextual safeguarding' is an approach to safeguarding that responds to young people's experiences of harm outside of the home, for example, with peers, in schools and in neighbourhoods. For example, peer groups, social media, neighbourhoods and schools, impact on young people's vulnerability.

Staff are expected to report any concerns to the DSL in relation to these factors impacting on the welfare and safety of the child.

## **Harmful Sexual Behaviour**

Children and young people who develop harmful sexual behaviour (HSB) harm themselves and others.

HSB can include:

- Using sexually explicit words and phrases
- Inappropriate touching
- Using sexual violence or threats
- Full penetrative sex with other children or adults

Sexual behaviour between children is also considered harmful if one of the children is much older – particularly if there is more than 2 years' difference in age or if one of the children is pre-pubescent and the other isn't (Davies, 2012). However, a younger child can abuse an older child, particularly if they have power over them – for example, if the older child is disabled (Rich, 2011).

## **Spotting the signs of harmful sexual behaviour**

It's normal for children to show signs of sexual behaviour at each stage in their development. Children also develop at different rates and some may be slightly more or less advanced than other children in their age group. Behaviours which might be concerning depend on the child's age and the situation.

If you're unsure whether a child's sexual behaviour is healthy, Brook provide a helpful, easy-to-use [traffic light tool](#). The traffic light system is used to describe healthy (green) sexual behaviours, potentially unhealthy (amber) sexual behaviours and unhealthy (red) sexual behaviours.

## **Prevent and extremism**

All schools and colleges 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.

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views.

## **Spotting the signs of radicalisation and extremism**

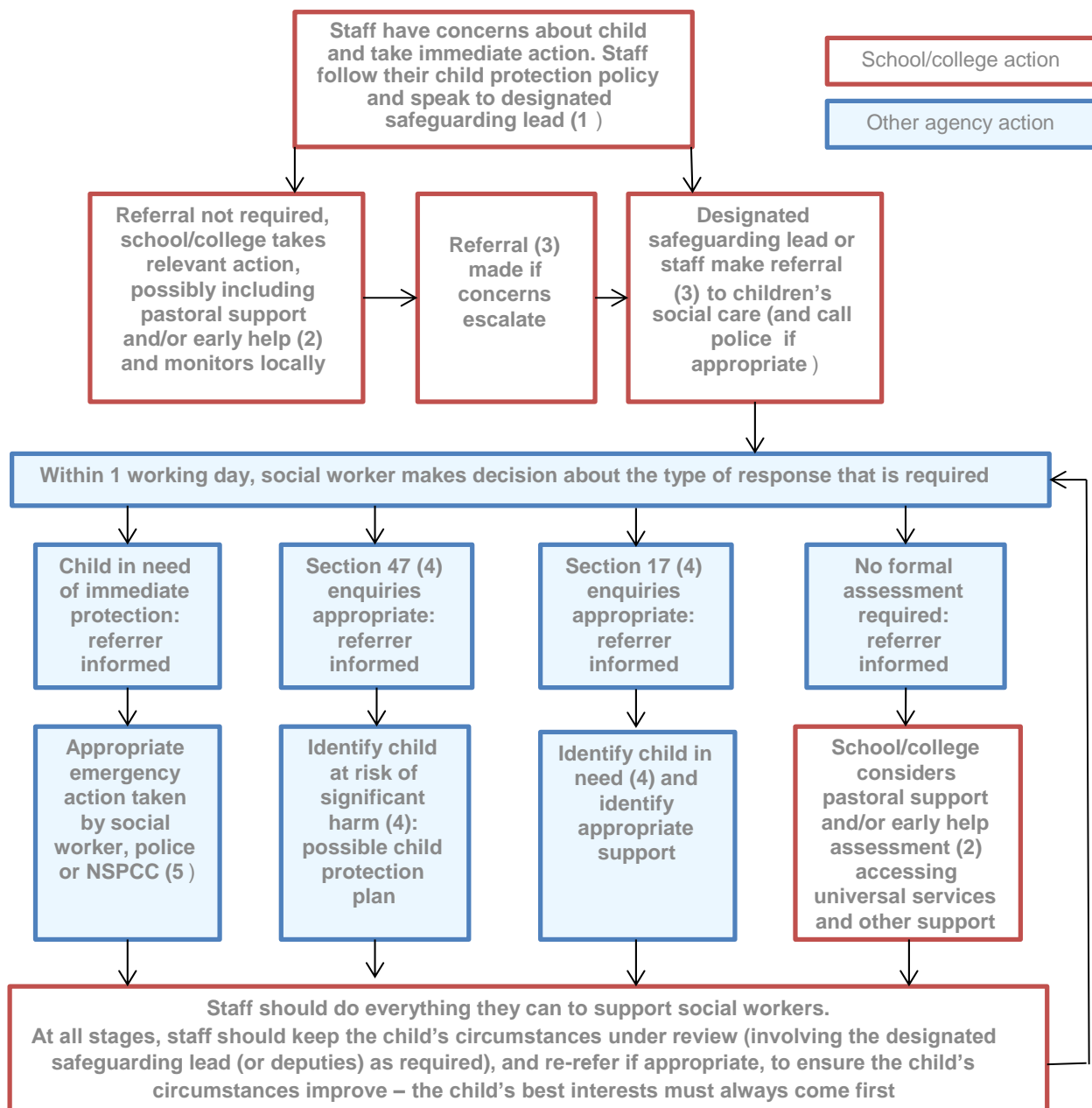
There are a number of behaviours, which may indicate a child is at risk of being radicalised or exposed to extreme views. These include:

- Spending increasing time in the company of other suspected extremists
- Changing their style of dress or personal appearance to accord with the group

- Their day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- Possession of materials or symbols associated with an extremist cause
- Attempts to recruit others to the group/cause
- Communications with others that suggests identification with a group, cause or ideology
- Using insulting derogatory names for another group
- Increase in prejudice-related incidents committed by that person – these may include:
  - physical or verbal assault
  - provocative behaviour
  - damage to property
  - derogatory name calling
  - possession of prejudice-related materials
  - prejudice related ridicule or name calling
  - inappropriate forms of address
  - refusal to co-operate
  - attempts to recruit to prejudice-related organisations
  - condoning or supporting violence towards others

## 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).

\*Source: KCSIE 2019



### **Main school file and the ‘Concern/Child Protection file’**

The main school file is the standard student file, which would be the initial repository for information about any student.

A monitoring ‘concern’ file (often known as a child protection file) should be commenced in the event of:

- A referral to children’s social care
- A number of minor concerns on the child’s main school file which increase the level of concern/risk.
- Any child open to social care i.e. CP/CIN/LAC

The decision to commence a concern file rests with the DSL.

All concerns raised are kept in monitoring files in the event that a chronology is needed.

### **Recording on a child’s file**

The importance of clear and concise recording on a child’s file cannot be underestimated. It is important that staff understand why accurate and quality records are important and why relevant information should be shared between professionals.

Where a separate concern (formerly child protection) file is maintained, it is important that the child’s main file notes this through a red ‘C’ written on the top right-hand corner of the file. Another type of coding can be used as long as it is widely known and understood within the staffing group and consistently used.

It is also important for schools to recognise that their files will be subject to external scrutiny, for example through the serious case review process or Ofsted inspections.

### **Records and monitoring**

Any concerns about a child must be reported and recorded as soon as possible. All records will provide a factual and evidence-based account and there will be accurate recording of any actions. Records will be signed, dated and countersigned.

A chronology will be kept in the main school file prior to the commencement of a concern file. Staff, particularly pastoral staff, will record any concerns on the chronology and will take responsibility for alerting the DSL should the number of concerns rise or, in their professional judgement, become significant.

At the point at which a concern file (see below) is commenced then the chronology can be transferred to the concern file.

Safeguarding, child protection and welfare concerns will be recorded and kept in a separate secure file known as a ‘monitoring’ file which will be securely stored and away from the main student file. The main student file should indicate that a separate file exists.

Files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

## Why recording is important

Our staff will understand why it is important that recording is comprehensive and accurate and what the messages from serious case reviews are in terms of recording and sharing information.

### The 'Concern' file

The establishment of a 'monitoring' file, which is separate from the child's main school file, is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an accumulation of concerns about a child's welfare which are outside of the usual range of concerns which relate to ordinary life events.

It needs to be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the particular child's circumstances and needs will differ i.e. a child subject to a child protection plan or a looked after child may be looked at differently to a child recently bereaved, or with parental health issues etc. Professional judgement will therefore be an important factor when making this decision and will need clear links between pastoral staff and DSLs in the School.

A 'concern' or 'confidential' file should be commenced in the event of:

- A referral to MASH/children's social care
- A number of minor concerns on the child's main school file
- Any child open to social care

It is suggested that within a child's 'concern' file there is:

- A front sheet
- A chronology
- A contact sheet
- A record of concern in more detail and body map, where appropriate
- A record of concerns and issues shared by others
- Copies of minutes and reports

The school will keep written records of concern about children even where there is no need to refer the matter to MASH/children's social care (or similar) immediately but these records will be kept within the monitoring file.

Records will be kept up to date and reviewed regularly by the DSL to evidence and support actions taken by staff in discharging their safeguarding arrangements. Original notes will be retained (but clearly identified as such) as this is a contemporaneous account; they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.

The concern file can be active or non-active in terms of monitoring i.e. a child is no longer LAC, subject to a child protection plan and this level of activity can be recorded on the front sheet as a start and end date. If future concerns then arise, it can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

If the child moves to another school, the concern file will be sent via courier or hand delivered, as part of the admission/transition arrangements, to the DSL at the new establishment/school. There will be a signed receipt of transfer from the accepting school on file. There will be a timely liaison between each school DSL to ensure a smooth and safe transition for the child.

## **Recording practice**

Timely and accurate recording will take place when there are any issues regarding a child.

A recording of each and every episode/incident/concern/activity regarding that child, including telephone calls to other professionals, needs to be recorded on the chronology kept within the confidential file for that child. This will include any contact from other agencies who may wish to discuss concerns relating to a child.

Actions will be agreed and roles and responsibilities of each agency will be clarified and outcomes recorded. The chronology will be brief and log activity; the full recording will be on the record of concern.

More detailed recording on the record of concern will be signed and dated and include an analysis, taking account of the holistic needs of the child, and any historical information held on the child's file.

Support and advice will be sought from social care, or early help whenever necessary. In this way a picture can emerge and this will assist in promoting an evidence based assessment and determining any action(s) that needs to be taken. This may include no further action, whether an EHAF/CASA (Early Help/Common Assessment/Common Framework Form) should be undertaken, or whether a referral should be made to MASH/children's social care.

Such robust practice across child protection and in safeguarding and promoting the welfare of children will assist the school in the early identification of any concerns which may prevent future harm.

The DSL will have a systematic means of monitoring children known or thought to be at risk of harm (through the concern file and through an ongoing dialogue with pastoral staff). They will ensure that we contribute to assessments of need and support multi-agency plans for those children.

**INFORMATION/FRONT SHEET**

Name:		DOB:	Class/Form:	Ethnicity:	
Home Address:			Telephone: e mail:		
Status of file and dates:					
OPEN					
CLOSED					
TRANSFER					
Any other child protection records held in the school relating to this child/child closely connected to him/her? YES/NO WHO?					
Members of household					
Name	Age/DOB	Relationship to child		Home or work	Contact No
Significant Others (relatives, carers, friends, child minders, etc.)					
Name	Relationship to child		Address		Tel No
Other Agency Involvement					
Name of officer/person	Role and Agency	Status of Child i.e. CAF/CP/CIN/LAC etc.		Tel No	Date

**Check to make sure your report is clear to someone else reading it.  
Please pass this form to your Designated Safeguarding Lead for Child Protection.**



**LOGGING A CONCERN ABOUT A CHILD'S SAFETY AND WELFARE**

**Part 1 (for use by any staff)**

Child's Name:	
Class/ Year group:	
Day of the week, Date and time of concern:	
What was said / observed / how did you respond?	
Continue overleaf if necessary.	
Name and Signature:	Date and time of this recording:
Received by	Date: Time:
ACTION AND RESPONSE OF DSL	
Feedback given to member of staff reporting concern:	Information shared with any other staff? If so, what information was shared and what was the rationale for this?
Signed: .....	Date: .....

**LOGGING A CONCERN ABOUT A CHILD’S SAFETY AND WELFARE**

**Part 2 (for use by Designated Safeguarding Team)**

<p><b>Advice sought by DSL</b> (date, time, name, role, organisation and advice given i.e. allocated social worker).</p>	
<p><b>Action taken</b> (referral to MASH/children’s social care/monitoring advice given to appropriate staff/ etc.) with reasons.  Note time, date, names, who information shared with and when etc.</p>	
<p><b>Parent’s informed Y/N</b> and reasons.</p>	
<p><b>Printed Name</b></p>	
<p><b>Signed by completing DSL</b></p>	
<p><b>Printed Name</b></p>	

DSL = Designated Safeguarding Lead

**LOGGING CONCERNS/INFORMATION SHARED BY OTHERS EXTERNAL TO THE SCHOOL**

**(Pass to Designated Safeguarding Lead)**

Pupil's Name:	Date of Birth: Class:
Date and Time of information:	
Name of caller/provider of information:	
Organisation/agency/role:	
Contact details (telephone number/address/e-mail)	
Information received:	
Actions/Recommendations taken:	
Outcome:	
Name:	
Signature:	
Date and time completed:	
Counter Signed by Designated Senior Person	
Name:	
Date and time:	



## APPENDIX 5 – Body Map Guidance - Confidential

Body Maps should be used to document and illustrate visible signs of harm and physical injuries. Always use a black pen (never a pencil) and do not use correction fluid or any other eraser. Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

At no time should an individual teacher/member of staff be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations against staff procedures, the body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the DSL or Headteacher in their absence.

When you notice an injury to a child, try to record the following information in respect of each mark identified eg red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek
- Size of injury - in appropriate centimetres or inches
- Approximate shape of injury, e.g. round/square or straight line
- Colour of injury - if more than one colour, say so
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

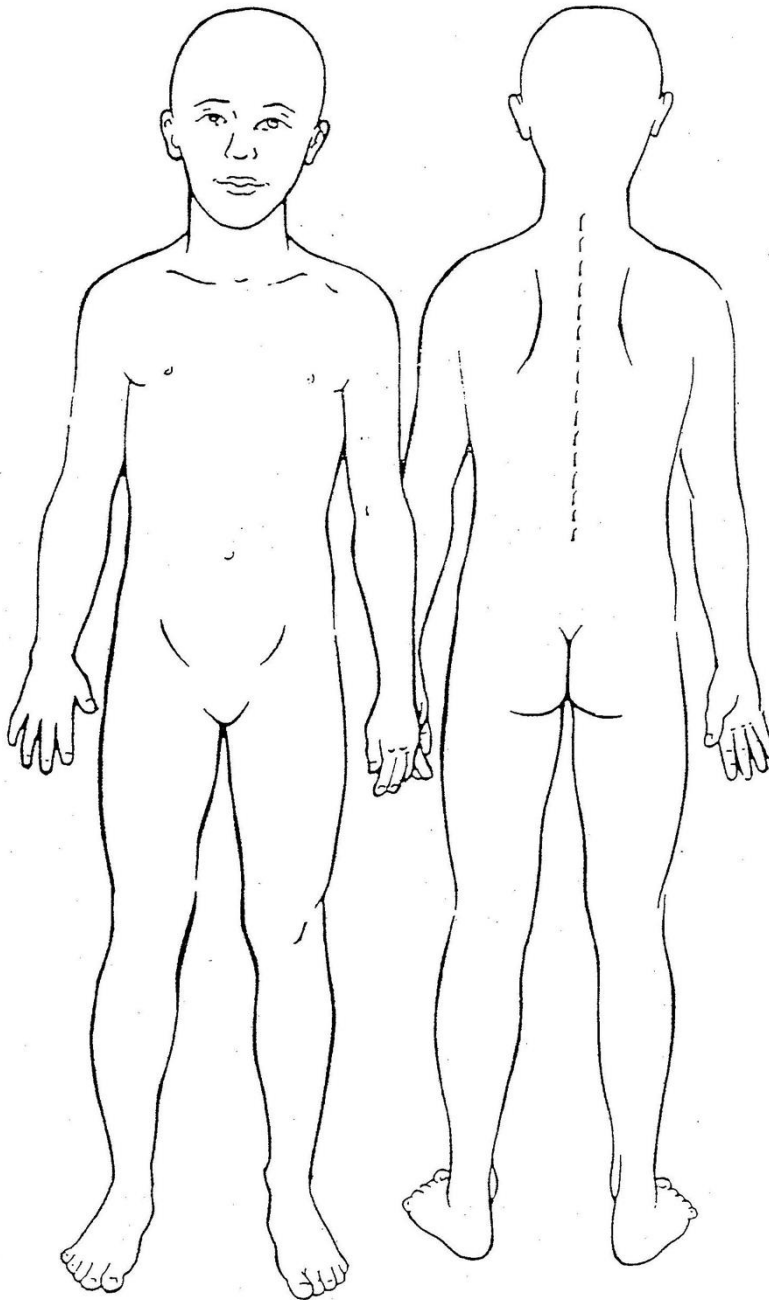
Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure first aid is provided where required and record.

A copy of the body map should be kept on the child's confidential file.

Body Map Template - Confidential

Please record any injuries here and on the next 3 pages if applicable:



Name of child	
---------------	--

Class	
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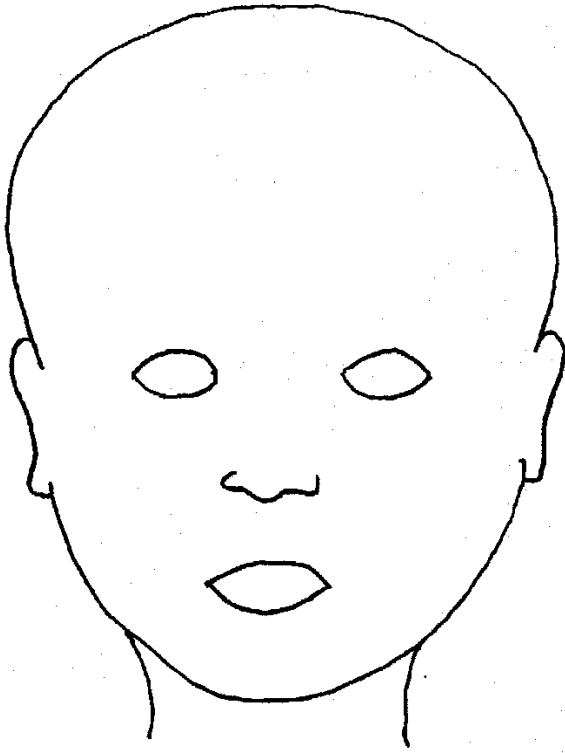
Completed by	
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Date	
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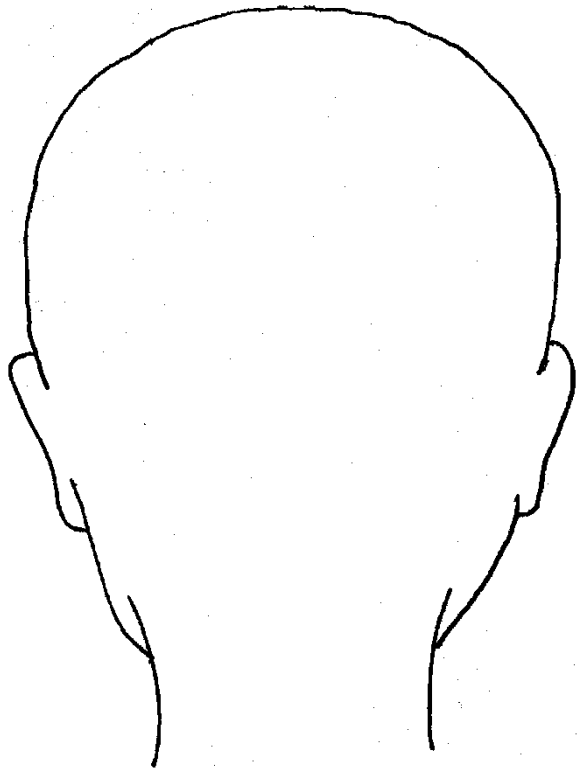
Designation	
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Time	
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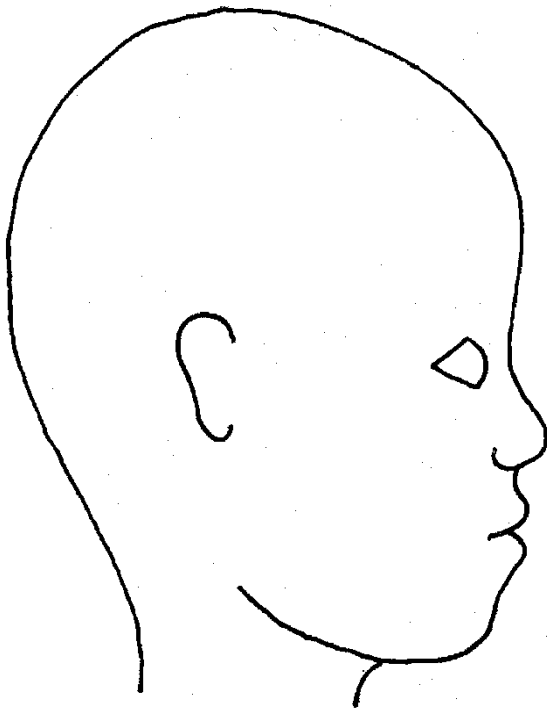
Comments	
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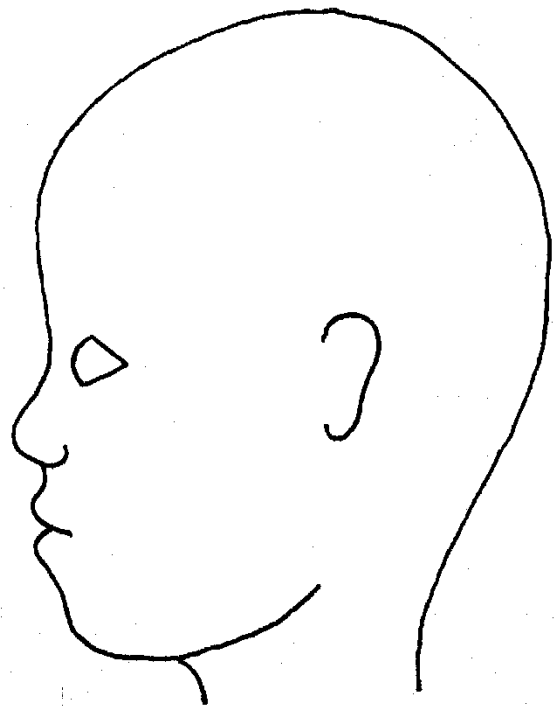
FRONT



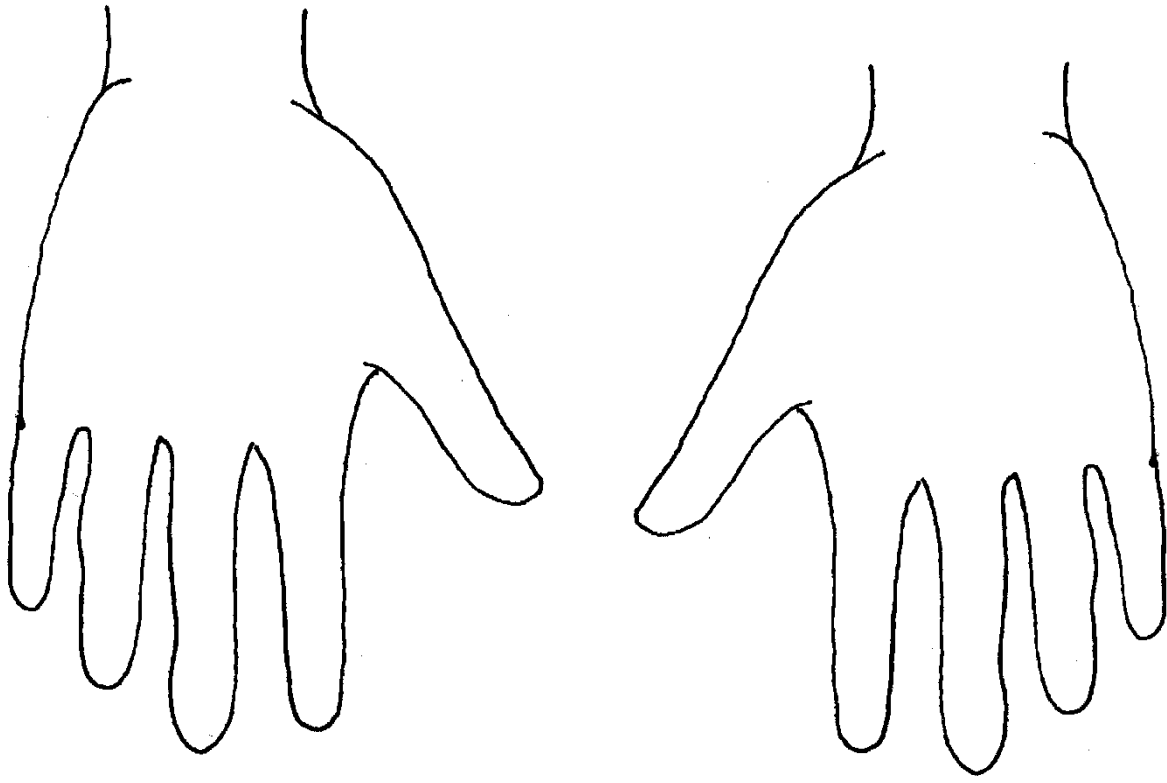
BACK



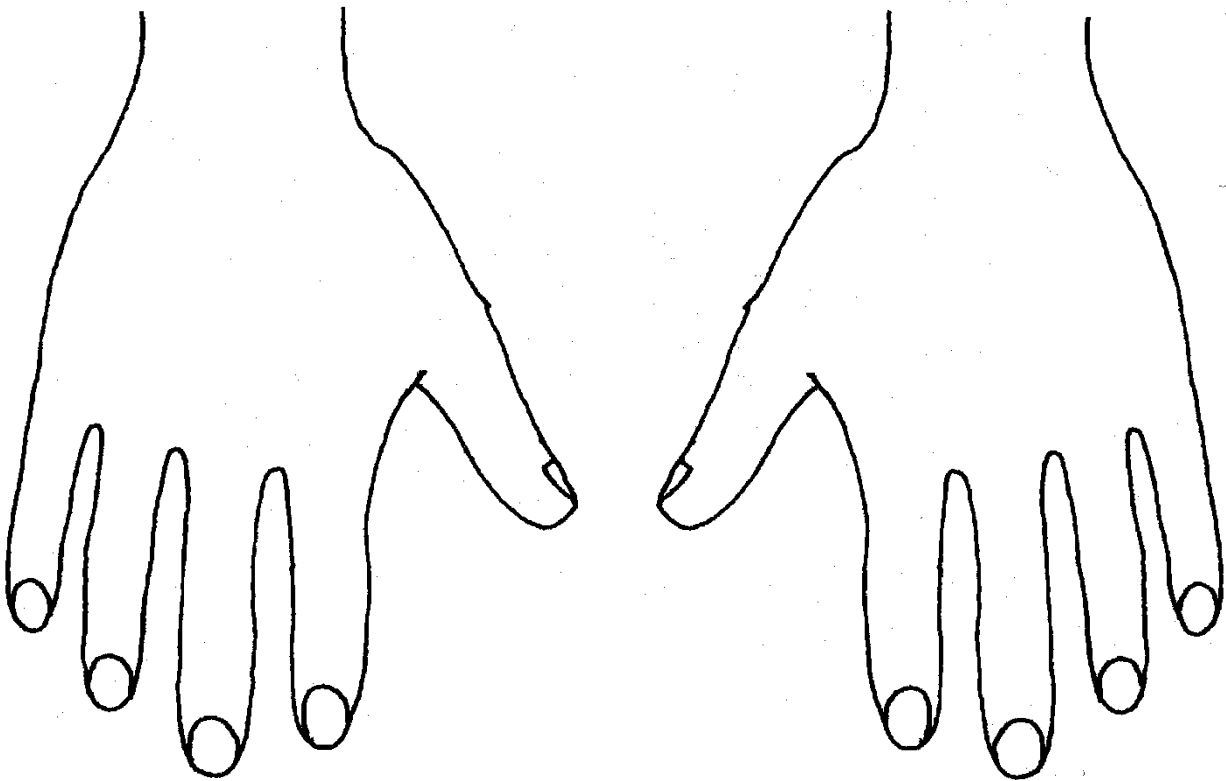
RIGHT



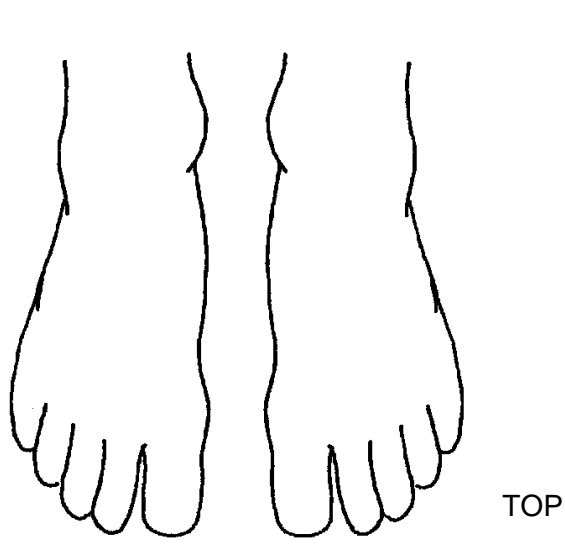
LEFT



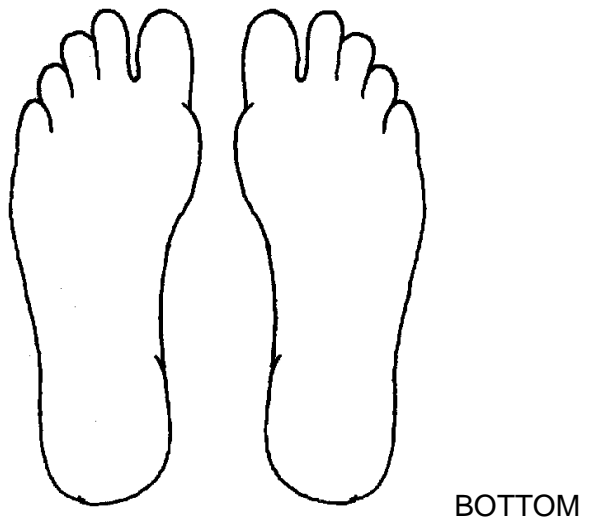
PALM



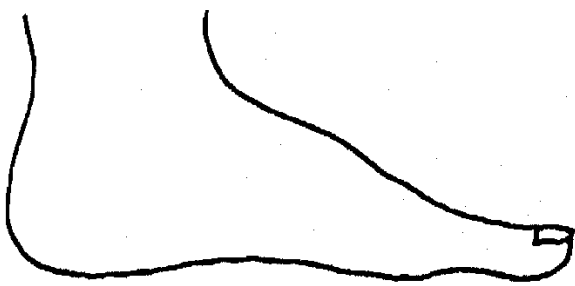
BACK



TOP



BOTTOM



INNER

OUTER

## APPENDIX 6 – Managing allegations against staff

### Initial action by person receiving or identifying an allegation or concern

The person to whom an allegation or concern is first reported should treat the matter seriously and keep an open mind. They should not:

- Investigate or ask leading questions if seeking clarification
- Make assumptions or offer alternative explanations
- Promise confidentiality, but they can give assurance that the information will only be shared on a 'need to know basis'

They should:

- Make a written record of the information (where possible in the child's own words), including the time, date and place of incident/s, persons present and what was said
- Sign and date the written record and immediately report the matter to the designated senior person
- Complete a body map of any overt physical injuries
- If staff members are unsure, they should always speak to the Headteacher. In exceptional circumstances, such as in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to the Local Authority Designated Officer (LADO)
- The Headteacher should be informed of the concern and contact the LADO for advice
- The Headteacher should notify CSCST HR
- Where there are concerns about the Headteacher it must be referred to the Chair of the LAB who will liaise with the CSCST CEO and LADO

### Initial action by the Headteacher/Chair of the LAB

The procedures for dealing with allegations need to be applied with common sense and judgment. When informed of a concern or allegation, the designated person should not initially investigate the matter or interview the member of staff, child concerned or potential witnesses.

Instead, they should:

- Obtain written details of the concern/allegation, signed and dated by the person receiving (not the child / adult making the allegation)
- Record any information about times, dates and location of incident/s and names of any potential witnesses
- Record discussions about the child and/or member of staff, any decisions made, and the reasons for those decisions

The LADO should be informed within one working day when allegations appear to meet the criteria listed in section 10. Referrals should not be delayed in order to gather information. CSCST HR should also be notified.

### LADO contact details for each school:

- Atherton (Wigan) 01942 486042 or 01942 828300 (out of office hours), [lado@wigan.gov.uk](mailto:lado@wigan.gov.uk)
- Benedict (Merton) 020 8545 3179, [lado@merton.gov.uk](mailto:lado@merton.gov.uk)
- Burnley (Lancashire) 01772 536694 or 07826902522, [Tim.booth@lancashire.gov.uk](mailto:Tim.booth@lancashire.gov.uk)
- Kingston (Kingston) SPA 020 8547 5008 or 020 8770 5000 (out of office hours)
- Park (Merton) 020 8545 3179, [lado@merton.gov.uk](mailto:lado@merton.gov.uk)
- Tyndale (Oxfordshire) 07833 436649 or 01865 815956, [alison.beasley@oxfordshire.gov.uk](mailto:alison.beasley@oxfordshire.gov.uk)
- Westbridge (Wandsworth) 020 8871 7440, [lado@wandsworth.gov.uk](mailto:lado@wandsworth.gov.uk)

The purpose of an initial discussion is for the LADO and the Headteacher to consider the nature, content and context of the allegation and agree a course of action. It also alerts the LADO about cases that may also reach them via another route for example if the parent goes straight to the police or social care – allowing the LADO to have as full a picture as possible.

To gain an overview the LADO may also want to know details of any previous complaints, any adult witnesses, any child witnesses, and noted injuries, any tensions between staff and parents and a clear idea of the time and location of when issues may have occurred.

This initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern, in which case this decision and a justification for it should be recorded, by both the Headteacher and the LADO, and agreement reached as to what information should be put in writing to the individual concerned and by whom.

Although the LADO may feel the threshold for a continued investigation has not been met, the school may feel they still have sufficient concerns regarding the individual facing the allegation, in which case they must decide what course of action they want to take and this may include informal warnings or possible disciplinary action under the disciplinary policy.

The Headteacher should inform the accused person about the allegation as soon as possible after consulting the LADO. However, where a strategy discussion is needed, or police or children's social care services need to be involved, the Headteacher should not do that until those agencies have been consulted.

If the allegation is not false and there is cause to suspect that a child is suffering or is likely to suffer significant harm, the LADO will immediately refer to children's social care and ask for a strategy meeting to be convened in accordance with the Working Together to Safeguard Children 2018 guidance.

## **Suspension**

Employers must consider carefully whether the circumstances of a case warrant a person being suspended from contact with children until the allegation or concern is resolved. An individual should only be suspended if there is no reasonable alternative. Suspension should be considered only in a case where there is cause to suspect a child or other children at the school are at risk of harm or the case is so serious that it might be grounds for dismissal. Only the Headteacher, Chair of the LAB or CEO can confirm a decision to suspend and wherever possible this should be taken following advice from CSCST HR team.

Suspension should not be the default option but if used the reasons and justification should be recorded by the school and the individual notified of the reasons. HR will need to be involved. The strategy meeting may advise a school to suspend but the actual decision will rest with the Headteacher or Chair of the LAB or a member of the CSCST senior leadership team.

Based on an assessment of risk the following alternatives could be considered by the Headteacher before suspending a member of staff:

- Redeployment within the school or department so that the individual does not have direct contact with the child or children concerned
- Redeployment to alternative work in the school so the individual does not have unsupervised access to children

- Temporarily redeploying the member of staff to another school or department in a different location within the Trust

## Strategy Meeting

The meeting will normally include the LADO or their representative, a Social Work Manager from the local children's services, a senior manager from CSCST, a representative from CSCST HR and, depending on the circumstances, a representative from the police and NHS services. Other relevant individuals may be invited depending on the circumstances. If the allegation is about physical contact, the strategy discussion or initial evaluation with the police should 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. For more information see the DfE guidance on [Use of Reasonable Force](#) and the school behaviour policy.

Where the initial consideration or strategy meeting decides the allegation does not involve a possible criminal offence or require a social services investigation it should be dealt with by the school. In such cases if the nature of the allegation does not require formal disciplinary action, appropriate action should be instituted within three working days.

If the strategy meeting decides a Section 47 enquiry or police investigation is required any unilateral action by the Trust will need to be suspended, unless otherwise agreed, until their investigations are complete. Protocols for sharing information in a police or children's services investigation need to be agreed especially as a common outcome will be to refer the issue back to the Trust to consider as a disciplinary issue.

Where further investigation is required to inform consideration of disciplinary action the Headteacher should discuss who will undertake that with the LADO. In some circumstances it may be appropriate for the disciplinary investigation to be conducted by a person who is independent of the Trust and/or is not the person's line manager to ensure objectivity.

The following definitions must be used when determining the outcome of allegation investigations:

- **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
- **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.

## Supporting those involved

The Headteacher should inform the accused person about the allegation as soon as possible after consulting the LADO. He or she should provide them with as much information as possible at the time. However, where a strategy discussion is needed, or police or local authority's social care services need to be involved, the Headteacher should not do that until those agencies have been consulted and have agreed what information can be disclosed to the person.

Employers have a duty of care to their employees. They should act to manage and minimise the stress inherent in the allegations and disciplinary process. Support for the individual is key to fulfilling this duty. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the local authority social care services or the police.



The individual should be advised to contact their trade union representative, if they have one, or a colleague for support. When appropriate they should also be given access to welfare counselling.

The school should appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. Particular care needs to be taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work-related issues. Social contact with colleagues and friends must not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or local authority children's social care services need to be involved, the Headteacher should consult those agencies and agree what information can be disclosed to the parents.

They should also be kept informed about the progress of the case and may be told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child may be told the outcome in confidence. Parents and carers should be made aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002.

### **Confidentiality**

It is extremely important that when an allegation is made, the school makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

From 1st October 2012 the Education Act 2011 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school. Basically, the reporting restrictions apply until the point that the accused person is charged with an offence.

The Headteacher should take advice from the LADO, police and children's social care services and the Trust to agree the following:

- Who needs to know and, importantly, exactly what information can be shared
- How to manage speculation, leaks and gossip
- What, if any information can be reasonably given to the wider community to reduce speculation; and
- How to manage press interest if and when it should arise

(Note: The Trust CEO must be advised as there are Trust protocols for press announcements).

### **Resignations and Settlement agreements**

The fact that a person tenders his or her resignation or ceases to provide their services must not prevent an allegation being followed up in accordance with these procedures. By the same token settlement agreements, by which a person agrees to resign if the school agrees not to pursue disciplinary action, must not be used in these cases. A referral to the DBS must be made if the criteria are met (see section 'Action on conclusion of a case').

## **Record Keeping**

Details of allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on a person's confidential personnel file, and a copy provided to the person concerned.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS disclosures reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record should be retained at least until the person has reached normal retirement age or for a period of 10 years from the date of the allegation if that is longer.

## **References**

Cases in which an allegation was proven to be unsubstantiated, unfounded, false or malicious must not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, unfounded, false or malicious must also not be included in any reference.

## **Information sharing**

In a strategy discussion or the initial evaluation of the case, the agencies involved should 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 should ask the police to obtain consent from the individuals involved to share their statements and evidence for use in the employer disciplinary process. This should be done as their investigation proceeds and will enable the police to share relevant information without delay at the conclusion of their investigation or any court case.

Children's social care services should adopt a similar procedure when making enquiries to determine whether the child or children named in the allegation are in need of protection or services, so that any information obtained in the course of those enquiries which is relevant to a disciplinary case can be passed to the employer without delay.

## **Action following a criminal investigation or a prosecution**

The police or the Crown Prosecution Service (CPS) should inform the school and LADO straight away when a criminal investigation and any subsequent trial is complete, or if it is decided to close an investigation without charge, or not to continue to prosecute the case after the person has been charged. In those circumstances the LADO should discuss with the Headteacher whether any further action, including disciplinary action, is appropriate and, if so, how to proceed.

## **Action on conclusion of a case**

If the allegation is substantiated and the person is dismissed or the school ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the LADO and the school should discuss whether a referral to the DBS for consideration of inclusion on the barred lists is needed. Where a dismissal does not reach the threshold for DBS referral, separate consideration will be given to a National College of Teaching and Learning (NCTL) referral using advice published on the NCTL website and in [Teacher Misconduct: the prohibition of teachers \(October 2018\)](#).

There is also a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct (including inappropriate sexual conduct) that harmed (or is likely to harm) a child or if a person otherwise poses a risk of harm to a child. In such circumstances, the duty to refer an individual to the DBS arises where an employer has removed the individual from relevant work with children or the person has chosen to cease relevant work in circumstances where they would have been removed had they not done so.

Professional misconduct cases should be referred to the relevant regulatory body. The DBS will consider whether to bar the person from working in regulated activity, which will include work in schools and other educational establishments. Schools have a statutory duty to make reports, and to provide relevant information to the DBS. Referrals should be made as soon as possible after the resignation or removal of the member of staff involved and within one month of ceasing to use the person's services.

### **In respect of malicious or unsubstantiated allegations**

If an allegation is determined to be unsubstantiated, false or malicious, the LADO should refer the matter to the children's social care services to determine whether the child concerned is in need of services or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Headteacher should consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil.

## APPENDIX 7 – Allegations against staff

