



Safeguarding and Personnel Policy Suite

SAFEGUARDING and CHILD PROTECTION POLICY

Status:	Statutory
Adopted:	October 2023
Renewal Period:	Yearly
Review Date:	September 2024

The following areas also linked to safeguarding are covered by individual policies¹:

- E-safety
- Behaviour Management
- Students with Medical Conditions
- SEND
- Curriculum
- Employee Code of Conduct
- Safer Recruitment
- Remote Learning Expectations
- Health and Safety
- Anti-Bullying
- Drugs
- Reasonable Force
- Whistleblowing
- Looked After Child
- Students with Health Needs who are Unable to Attend School
- Management of Allegations Against Staff and Low Level Concerns

¹ All listed academy policies can be found on the academy website: <https://www.ansford.org.uk/> or, where they do not need to be published, in the Staff Shared Drive

- Complaints and Concerns Procedure
- Relationships and Sex Education

This policy is written in accordance with the following DFE statutory guidance for schools and colleges:

- 'Keeping children safe in education' (September 2023)
- 'Working together to safeguard children' (2015 updated March 2018)
- The Children Act 1989 and 2004
- Education Act 2002 and 2011
- Education and Inspections Act 2006
- Somerset Safeguarding Children Partnership (previously Somerset Safeguarding Children's Board) policies and procedure

The policy should also be read alongside departmental advice '[What to do if you are worried a Child is being abused – Advice for Practitioners](#)' and '[Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#).'

Safeguarding is defined in 'Keeping Children Safe' (DFE 2023) as:

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

Safeguarding and promoting the welfare of children is **everyone's** responsibility. In order to fulfil this responsibility effectively we ensure our approach is child centred, considering always, what is in the **best interests** of the child or young person.

The Purpose of the Policy

- To ensure that all members of the academy staff understand their roles and responsibilities with regard to safeguarding children.
- To set out the academy procedures for dealing with safeguarding concerns.
- To detail different types of abuse and clearly signpost further information on specific safeguarding issues.

Academy Commitment

To safeguard and promote the welfare of children and young people through:

- The provision of a safe environment in which children and young people can learn.

- To establish and maintain an ethos where students feel secure, are encouraged to talk and are listened to, where their wishes and feelings are taken into account.
- To ensure students know that they can approach adults in school if they are worried or are in difficulty.
- To ensure that the curriculum offers opportunities to equip students with the skills they need to stay safe.
- To ensure that the curriculum includes opportunities for students to develop as responsible young adults equipped to be active citizens.
- To ensure effective working relationships with parents, carers and colleagues from other agencies as part of the wider, multi-agency, safeguarding system, always acting in the best interest of the child or young person where concerns are identified, in accordance with the Ansford Safeguarding (Child Protection) Policy and Procedures, statutory guidance and Somerset Safeguarding Partnership policies and procedures.
- To ensure that personal sensitive information is processed in accordance with the Data Protection Act 2018 and Part 3, the General Data Protection Regulations (GDPR).²

Child Protection

Roles and Responsibilities

The Designated Safeguarding Leads (DSL): Eleanor King and Fran Hirst, Deputy Headteachers
 Deputy Designated Safeguarding Lead (DDSL): Leanne Sweetlove and Jake Higgins, Pastoral Support Leads

The DSL has the **lead responsibility** for safeguarding and child protection, including online safety, monitoring and filtering, (KCSiE 2023) and is responsible for:

- Acting as the point of referral for staff concerns about the safety and welfare of students.
- Acting as the first point of contact for external agencies pursuing child protection investigations, in line with 'Working Together to safeguard children 2018'.
- Making decisions over next steps in relation to all safeguarding concerns.
- Ensuring that accurate written records accompany referrals from staff.
- Keeping written records of actions taken including referrals made to children's social care and the police.
- Taking part in strategy discussions, inter-agency meetings (or supporting other staff to do so) and to contribute to the assessment of children and young people.
- Acting as a point of contact with the three safeguarding partners and other agencies in line with Working Together to Safeguard Children.
- Ensuring that all digital records are kept up to date
- Ensuring that all written records are kept securely and separately from other student records and that an indication of further records (red dot) is marked on student files.
- Understanding relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- Utilising, implementing, scrutinising and monitoring the use of EHAs.
- Ensuring that safeguarding information is shared and passed on appropriately to / from transferring schools.

² Consent to share information will be sought unless we are required to share information where there are child protection concerns (and consent has been withheld) or we are requested to share information with other statutory agencies such as the police or children's social care in pursuit of their enquiries in order protect and safeguard children and young people.

- Ensuring that all staff use the academy safeguarding procedures and receive appropriate safeguarding training including understanding the risks associated with online safety and risks associated with SEND children (KCSiE 2023).
- Using specific local authority referral channels for the specific safeguarding issues child sexual exploitation and preventing radicalisation (Somerset CSE screening and CSE MASH referral process January 2015. Avon and Somerset Prevent and Channel process and Somerset Prevent and Channel referral guide).
- Liaising with the 'case manager' and LADO when child protection concerns involve a staff member and if appropriate refer cases where a person is dismissed/or left due to a risk/harm to a child to the Disclosure and Barring Service as required and
- Referring cases where a crime may have been committed to the police as required.
- Ensuring that students who have a child protection plan are monitored closely by the attendance officer.
- Communicating safeguarding matters to parents / carers as appropriate.
- Seeking advice from the Headteacher when there is doubt or disagreement as to the appropriate course of action in a safeguarding matter.
- Liaising with the Headteacher to inform them of ongoing enquiries under Section 47 of the Children 1989 Act and police investigations. This should include being aware of the requirement for children to have an appropriate adult³
- Reporting termly to governors; ensuring that the Academy Safeguarding and Child Protection Policy is updated and reviewed annually or in light of legislative changes.
- Conducting a termly review of the Single Central Record.

The DDSL is responsible for:

- Supporting the DSL in discharging their responsibilities as listed above
- Access DSL briefings, attend annual refresher training and remain up to date in relation to early help, safeguarding and child protection.

The Business Manager is responsible for:

- Ensuring that the Safeguarding Single Central Record is up to date at all times.
- Implementing safeguarding processes (excluding Child Protection role) including leading safer recruitment.
- Ensuring the site security and risk assessments are maintained and completed.

All Staff (including volunteers) are responsible for:

- Safeguarding and promoting the welfare of children.
- Providing a safe environment in which students can learn.
- Being alert and vigilant to possible safeguarding concerns, provide help and prevent concerns from escalating.
- Identifying children who may benefit from early help (see Appendix 2)
- Be aware of the indicators of abuse and neglect (See Appendices 1 and 2)
- **Always** reporting safeguarding concerns directly to the DSL or DDSL.
- Knowing and using the academy procedure for referring safeguarding concerns.
- Being aware of the process for making referral to children's social care and for statutory assessments including knowing the role they may have to play in such assessments.

³ <https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019-accessible>

- Ensuring that their safeguarding training (including online safety, monitoring and filtering) is regularly updated.

Governors are responsible for:

- Facilitating a whole school approach to safeguarding
- Ensuring that safeguarding policies and procedures in the academy are in place, are child-centred and effective.
- Ensuring that staff understand their responsibilities in relation to safeguarding.
- Monitoring the academy's compliance with safeguarding policy and procedures
- Ensuring that the school has appropriate filters and monitoring systems are in place and regularly reviewed as to their effectiveness
- Ensuring that the academy contributes to multi-agency working in line with statutory guidance 'Working Together to Safeguard Children' 2018 and the safeguarding partner arrangements.
- Ensuring that the requirements of the Safeguarding Audit Section 175 are met.
- Conducting a termly review of the Single Central Record.
- Being aware of their obligations under the Human Rights Act 1998⁴ (Articles 3, 8, 14 and Protocol 1, Article 2), the Equality Act 2010⁵, (including the Public Sector Equality Duty⁶), and their local multi-agency safeguarding arrangements.
- Ensuring that all governors and trustees receive appropriate safeguarding and child protection training at induction which is regularly updated.
- Monitoring the safeguarding practice within the school, ensuring that all procedures are effective and being aware of safeguarding trends through regular meetings with the DSL

The Designated Safeguarding Governor is Enita Andrews.

Staff Training

- The Academy will ensure that the Designated Safeguarding Lead, the Deputy Designated Safeguarding Lead and the Safeguarding Governor will attend regular inter-agency child protection training in accordance with Somerset Safeguarding Children Partnership protocol.
- Whole-Academy safeguarding basic awareness training (which includes online safety, filtering and monitoring awareness) will take place every two years with safeguarding updates included in the first inset day of the school year in September. Further updates will be provided through bulletins, email and staff meetings when necessary.
- The DSL will also undertake PREVENT (WRAP) awareness and disseminate in addition to the training.
- All newly recruited staff (teaching and non-teaching) will be required to attend a Child Protection and PREVENT briefing as part of induction⁷.
- Supply teachers will be given an information pack which includes details of academy safeguarding procedures.

Student Support

- The Academy will encourage self-esteem and self-assertiveness whilst not condoning aggression or bullying.
- Promote a caring, safe and positive environment within the Academy.

⁴ <https://www.equalityhumanrights.com/en/human-rights>

⁵ <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

⁶ <https://www.equalityhumanrights.com/en/publication-download/technical-guidance-public-sector-equality-duty-england>

⁷ If recruitment begins part way through the year this will be a 1:1 induction session with either the DSL or DDSL.

- Liaise and work together with all other support services and those agencies involved in the safeguarding of children.
- Notify Children’s Social Care as soon as there is a significant concern and offer early help through early intervention and the Early Help support services.
- Provide continuing support to a student about whom there have been concerns who leaves the Academy by ensuring that appropriate information is forwarded under confidential cover to the student’s new school.

Types of Abuse

‘Keeping children safe in education’ identifies four broad areas of abuse; physical, emotional, sexual and neglect. See **Appendix 1 (Taken from ‘Keeping Children Safe in Education - 2023)**

Within these areas are specific safeguarding concerns:

- Children missing from education
- Children missing from home / care
- Children absent from education
- Child abduction and community safety incidents
- Child Exploitation (criminal and sexual)
- Cybercrime
- Bullying
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation
- Forced marriage
- Gangs and youth violence
- Gender-based violence
- Mental health
- Child on Child abuse (including sexual violence, up-skirting and harassment)
- Private fostering
- Radicalisation
- Sexting (Consensual and non-consensual sharing of nudes and semi-nudes images and/or videos)
- Teenage relationships abuse
- Trafficking

Appendix 2 details further information and specific guidance on the above including children missing from education, child sexual exploitation, female genital mutilation and preventing radicalisation.

The academy will use the GOV.UK website and information from Somerset Safeguarding Children Partnership (SSCP) for up to date guidance on other specific safeguarding concerns listed.

Contextual Safeguarding or Extra Familial Harm

Safeguarding incidents/behaviours can be associated with factors outside of the academy and can occur between students outside of the academy. All staff should consider the context in which such incidents occur. Assessments of

children should therefore consider whether wider environmental factors are present that are a threat to their safety and welfare. Extra familial harm takes a variety of forms including exploitation, and serious youth violence.

Confidentiality

- Staff must not guarantee confidentiality to a student.
- Staff should always inform a student asking them to keep a secret that all safeguarding concerns have to be shared with the DSL.
- Parents will be informed if the DSL makes a safeguarding referral to Social Care, except when in their judgement this may put the child at greater / immediate risk.

Records and Monitoring

- Child protection concerns are digitally recorded using My Concern or by using a paper referral form if there are internet issues (see Appendix 7)
- All current records are kept digitally and securely using My Concern
- All historic written records are kept securely in a locked filing cabinet and are separate from other student records. An indication of further records (red dot) is marked on student files.
- A designated member of the academy pastoral support team is responsible for update and order of these files.
- Written requests for child protection files are sent to all feeder primary schools. Year 6 child protection records are most commonly handed over at the local safeguarding groups summer term meeting.
- When a student transfers or leaves the school all child protection files are either electronically transferred or copied and sent recorded delivery to the DSL of the relevant school / college.
- Information sharing is done on a need to know basis within the academy. The DSL will decide what information needs to be shared, when and with whom.

Academy Child Protection Procedures

Any member of staff who is concerned about a student's welfare or who believes that a student may be at risk of abuse should pass their concerns in person to the DSL or DDSL as soon as possible and within the academy day. This should be followed up with a detailed written account, using My Concern, as soon as is practical the same day. See **Appendix 3: Talking and Listening to Children.**

Staff should be aware that children may not feel ready, or know how to tell someone they are being harmed or recognise their experiences as harmful. This should not prevent staff from having professional curiosity and speaking to the DSL if they have concerns. Staff should NEVER do nothing, or assume that someone else is dealing with the situation. NOR should they attempt to deal with the matter themselves.

The DSL will consider the level of need and what action needs to be taken and will set these in motion. (This may be a request to Heads of Year to contact parents, an interview with the student, and a discussion with another agency already supporting the student, contact with the DSL at the school of a sibling, seeking advice from the police or Social Care, an EHA or a referral to Social Care.)

Where possible in the event of a complex safeguarding issue the DSL will discuss with the DDSL or Headteacher in order to get a second opinion before taking action.

Safer Recruitment

The Academy is committed to the processes of safer recruitment. Safe recruitment processes are followed and all staff recruited to the Academy will be subject to appropriate identity, qualification and health checks as outlined in our Safer Recruitment Policy.

Staff Code of Conduct

In addition to the Safeguarding and Child Protection policy, the academy has an Employee Code of Conduct that outlines an acceptable level of staff behaviour. During their induction training, new staff will be given and have read:

- Employee Code of Conduct
- The Academy's Safeguarding and Child Protection Policy
- Keeping Children Safe in Education (2023) (Part One and Annex A)
- Behaviour Management Policy
- Anti-Bullying Policy
- Procedures for children missing in education
- Reasonable Force Policy
- Whistleblowing Policy
- Equality Policy

Social Contact with Students

Academy staff should also be alert to the possible risks that might arise from social contact with students outside of the Academy. Home visits to students should only take place with the knowledge and approval of the Headteacher. Visits/telephone calls by students to the homes of staff members should only occur in exceptional circumstances and with the prior knowledge and approval of the Headteacher. Any unplanned contact of this nature or suspected infatuations or "crushes" will be reported to the Headteacher. Staff will not disclose their personal telephone numbers or personal email addresses to students or parents.

Communication with Parents

The Academy will ensure that the Child Protection and Safeguarding Policy is available on our website. Parents will be informed prior to a referral, unless it is considered to do so might place the child at increased risk of significant harm.

Safety in the Academy

First Aid

Except in cases of emergency, First Aid will only be administered by qualified First Aiders. If it is necessary for the student to remove clothing for First Aid treatment, there will, wherever possible, be another adult of the same gender present. All First Aid treatment and non-routine changing or personal care will be recorded and shared with parents/carers at the earliest opportunity. In situations where students sustain injury or are otherwise affected by an accident or incident whilst they are the responsibility of the Academy, parents will be notified of this as soon as contact can be made with them.

Safety

The provision of a safe learning and working environment within the Academy is paramount.

Visitors to Site

The Academy recognises the need to be alert to the risks posed by strangers, or others (including the parents or carers of other students), who may wish to harm students on the Academy site, or students travelling to and from the Academy. In such cases, the Academy will take all reasonable steps to lessen such risks. Name badges are provided for all staff. Authorised visitors to the Academy will be logged into and out of the premises and will be issued with Academy visitor badges. Unidentified visitors will be challenged by staff (it is suggested that staff ask whether the person needs help and accompany them to reception). If a threat is perceived, urgent contact with Reception will be made.

CCTV and Security Monitoring

It is everyone's responsibility to consider safety and security. This is supplemented by CCTV coverage at key locations. The protocol for use of the CCTV system can also be found in the Academy Health and Safety Policy.

Public Footpath

There is a public footpath which crosses the playing field. Staff supervising activity on the field shall be vigilant of walkers and report any unusual behaviour. Appendix 5 contains the risk assessment associated with the footpath.

Health and Safety Policy

Please refer to the Academy Health and Safety Policy for detail on risk assessment and mitigation.

Safeguarding and the Curriculum

The Academy acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our students for the responsibilities of adult life and citizenship. In the promotion of British values, tolerance and understanding of different faiths and cultures. It is expected that all curriculum co-ordinators will consider the opportunities which exist in their area of responsibility to address these themes.

Relationships Education and Sex and Health Education incorporated in the PSHCE curriculum will be used to help students to keep safe (including with regards to online safety⁸) and to know how to ask for help if their safety is threatened. As part of developing a healthy, safer life-style, students will be taught, for example:

- to recognise and manage risks in different situations and then decide how to behave responsibly;
- to judge what kinds of physical contact are acceptable and unacceptable;
- to recognise when pressure from others (including people they know) threatens their personal safety and well-being, including knowing when and where to get help;
- to use assertiveness techniques to resist unhelpful pressure.

Online Safety

Use of Computers

All computer/BYOD equipment and Internet access within the Academy will be subject to appropriate "parental controls" and Internet safety rules. Appropriate filtering and monitoring takes place on all school devices and school networks in line with the DfE filtering and monitoring standards⁹. A mobile phone code of contract is also included in the E-Safety policy as part of our Safeguarding Policy Suite.

⁸ DfE guidance outlining how schools can ensure that their students understand how to stay safe and behave on line can be found by following the link: <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

⁹<https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges>

It is essential that children are safeguarded from potentially harmful and inappropriate online material and as such this forms an ongoing part of the curriculum including the PSHCE content.

All staff are aware of the 4 areas of risk which also forms the basis of our E-Safety Policy:

Content: being exposed to illegal, inappropriate or harmful content

Contact: being subjected to harmful online interaction with other users

Conduct: personal online behaviour that increases the likelihood of, or causes, harm.

Commerce: risks such as online gambling, inappropriate advertising, phishing and financial scams

Where students are being asked to work virtually at home we have taken guidance provided from the department¹⁰ and this should be read in conjunction with our E-Safety Code of Practice and Remote Learning Expectations Policy.

When in communication with parents, staff will ensure that they reinforce the importance of children being safe online, ensuring that they make clear what students are being asked to do online, including the sites they will be asked to access. This information will be transparent with parents knowing who their child is going to be interacting with online.

Complaints and Monitoring

All complaints arising from the operation of this policy will be considered under the Academy's complaints procedure. The Governing Body of the Academy will consider safeguarding issues and their implications for this policy on an annual basis in the form of a safeguarding report. Termly updates will also be provided to the Community Culture and Welfare Committee. For this item, the DSL will report upon levels of child protection referrals made by the Academy during the past year, the training undertaken by Academy staff and Governors, and any changes in legislation or national/local guidance.

¹⁰<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

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Appendix 1

Types of Abuse and Neglect

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children both, known or unknown. This abuse may occur in a family, or in an institutional community. Technology is a significant component in many safeguarding and wellbeing issues. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indications or Signs of Possible Abuse

- Signs of looking unwashed, undernourished, weight loss, etc.; inappropriate clothing for the conditions.
- Changes in behaviour – depression or withdrawn behaviour or attention seeking behaviour.
- Fearful behaviour – fear of specific people, places, fear of separation, etc.
- Mentioning being left alone or unsupervised.
- Regressive or aggressive behaviour, e.g. severe temper outbursts that are out of character.
- Persistent or multiple bruising in unexpected places that cannot be explained by normal childhood activity.
- Minor injuries in unlikely places.
- Burns, scalds or bites.
- Delay in seeking access to medical care/treatment.
- Excessive preoccupation with sexual matters.
- Knowledge of sexual matters inappropriate for age of child.
- Promiscuous behaviour.
- Sexually explicit or otherwise disturbing creative writing or artwork.

Appendix 2

Further information on specific safeguarding concerns/definitions

A Child in Need (CIN)

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

Children who need a social worker (Child in Need and Child Protection Plans) may do so due to safeguarding or welfare needs. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged. Where children have a social worker this information should be shared and this should inform any safeguarding decisions and promotion of the child's welfare (both academic and pastoral.) The DSL should hold and use this information to act in the best interests of the child.

Children with Special Educational Needs and Disabilities (SEND)

Children with SEN and disabilities can face additional safeguarding challenges, and therefore there may be additional barriers which exist when trying to recognise abuse and neglect. These may be assuming indicators are related to the SEND with no further investigation, being more prone to peer group isolation, being disproportionately impacted by behaviours such as bullying and having communication barriers.

The cohort of students within Alternative Provision often have complex needs and it is important that we acknowledge that these children are potentially at greater risk of harm and may find it more difficult to communicate what is happening to them.

Child and Adolescent Mental Health

Good mental health and resilience are fundamental to our physical health, our relationships, our education and to achieving our potential.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Although only appropriately trained professionals should attempt to make a diagnosis of a mental health problem, staff are well placed to observe children day-to-day and identify those whose behaviours suggest that they may be at risk of experiencing or developing a mental health problem.

DfE advice for schools in relation to mental health and behaviour in schools (2018) which can be accessed using the link below¹¹. This is non-statutory advice which clarifies the responsibility of the academy, outlines what we can do and how to support a child or young person whose behaviour - whether it is disruptive, withdrawn, anxious, depressed or otherwise - may be related to an unmet mental health need.

Child Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf

All staff should also understand that children being absent from school or college, particularly repeatedly and/or for prolonged periods, can also act as a vital warning sign of a range of safeguarding possibilities.

All staff should be aware that a child going missing from education is a potential indicator of abuse or neglect. All school staff should follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers¹².

All schools must inform their local authority¹³ of any pupil who is going to be deleted from the admission register where they:

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

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State)¹⁴.

¹² Regulation 4 of the Education (Pupil Registration) (England) Regulations 2006

¹³ Regulation 12(3) of the Education (Pupil Registration) (England) Regulations 2006

¹⁴ Regulation 12(1) of the Education (Pupil Registration) (England) Regulations 2006

Fabricated or Induced Illness by Carer (FI)

FI is a condition whereby a child suffers harm through the deliberate action of their carer and then attributed by the adult to another cause. FI involves a child being presented as ill or disabled or more ill and disabled than they actually are. Where there are suspicions of FI in a child, the DSL must make a referral to CSC and/or the police.

Children and the Court System

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them, or crimes that they have witnessed. Staff should be aware that this may cause stress and entrench conflict. There is guidance available for both staff, students and parents/carers surrounding this issue¹⁵.

Child Abduction and Community Safety Incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility. This may be committed by parents or family members, by people known but not related, and strangers. Other community safety incidents in the vicinity of a school can raise concern such as people loitering nearby or unknown adults engaging children in conversation. It is important that children are therefore given practical advice on how to keep themselves safe.

Children with Family Members in Prison

There are approximately 200,000 children in England and Wales who have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health¹⁶

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

Both CSE and CEE are forms of abuse and both occur 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 or criminal 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. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic/other resources.

The abuse can be perpetrated by individuals or groups, males or females, and children or adults. It can be a one off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. Sexual abuse may involve physical contact including assault by penetration or non-penetrative acts. It may include non-contact activities such as the production of sexual images, forcing them to look at sexual images or grooming a child in preparation for abuse including via the internet. As well as the above it may also involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Exploitation can affect any child or young person (male or female) under the age of 18, including 16 and 17 year olds who can legally consent to have sex. The victim may have been exploited even if the activity appears consensual. Child Exploitation does not always involve physical contact; it can also occur through the use of technology. Exploitation may occur without the young person's immediate knowledge (e.g. through the copying of videos/images).

¹⁵ Guidance for children and the court system: <https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds> and <https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds>

¹⁶ Support for staff working with children who have family members in prison: <https://www.nicco.org.uk/>

Signs which may be indicators of Child Sexual Exploitation include children with unexplained gifts, older boyfriends or girlfriends, those suffering from STIs or becoming pregnant, those who display changes in emotional well-being, misuse of drugs or alcohol, those who go missing from education.

Child Criminal Exploitation: county lines, cross borders, gangs, trafficking and cuckooing

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: including children being forced to work in cannabis factories, 'plugging' (concealing drugs internally), becoming part of drugs networks or gangs grooming and exploiting young people to carry drugs and money from urban areas to suburban and rural areas, markets and seaside towns, using dedicated mobile lines or 'deal line.'

Exploitation is an integral part of the county lines offending model where coercion, intimidation, violence and weapons are used to ensure compliance. Children are often recruited in a number of locations including schools and online and are easily trapped by this type of exploitation. Signs of potential involvement include missing episodes and in this case a referral to the National Referral Mechanism should be considered¹⁷, appearing with new gifts/possessions, associating with others involved in exploitation, changings in emotional wellbeing and substance misuse.

County lines exploitation can affect any child (male or female) under the age of 18, and is still exploitation even if the activity appears consensual. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. It can be perpetrated by individuals of groups and is typified by some form of power imbalance in favour of those perpetrating the exploitation. The experience of girls who have been exploited can be very different to that of boys, the indicators may not be the same and professionals need to be aware that girls are at risk also.

Cybercrime

A criminal activity committed using computers and/or the internet. It can be categorised as either 'cyber-enabled' (crimes that happen off-line but are enabled at scale and speed on-line) or 'cyber-dependent' (crimes that can be committed only by using a computer). Cyber dependent crimes include unauthorised access to computers or hacking. Denial of service – making a computer network/website unavailable or making, supplying or obtaining malware such as viruses. Children with a particular skill and interest in computing and technology may stray into this area and a referral to the Cyber Choices programme could be considered¹⁸.

Domestic Abuse, (Domestic violence), Gender-based Violence and Violence Against Women and Girls (VAWG), Teenage Relationship Abuse

The cross-government definition of domestic violence and abuse is 'any incident or pattern of incidents of controlling, coercive, threatening behaviour or violence between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. Domestic abuse can encompass a wide-range of behaviours and may be a single incident or a pattern of incidents. This abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse both in the context of their home life (by seeing, hearing and experiencing) when it occurs between parents or carers, but also within their own intimate personal relationships (teenage relationship abuse).

¹⁷ <http://www.nationalcrimeagency.gov.uk/about-us/what-we-do/specialist-capabilities/uk-human-trafficking-centre/national-referral-mechanism>

¹⁸ Further information for parents can be found using the following link <https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes>

Exposure to domestic abuse or violence can have a serious, long lasting emotional and psychological impact on the development of children and young people. In some cases a child may blame themselves for the abuse or may have had to leave the family home as a result. Advice is available at the link below¹⁹.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Indicators that a family may be at risk include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave the property. It should also be recognised that 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.

“Honour-based abuse” including Forced Marriage, FGM and Practices

So-called ‘honour-based’ abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or community. Abuse committed in the context of preserving ‘honour’ often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBA are abuse and should be handled and escalated as such.

Forced Marriage

The UK describes this as taking someone, usually overseas, to force them to marry, or marrying someone who lacks the mental capacity to consent to marriage. Breaching a Forced Marriage Order is also a criminal offence and the Headteacher should be informed of any disclosure immediately²⁰. In such cases the DSL will always call Somerset Direct/Police and/or the Forced Marriage Unit on 020 7008 0151. There is also multi-agency statutory guidance for dealing with forced marriage which can be found below²¹

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

Female Genital Mutilation

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

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Indicators

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Inter-Agency Practice Guidelines, and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges.

¹⁹ <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/> and <http://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/> and <http://www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse>

²⁰https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322310/HMG_Statutory_Guidance_publication_180614_Final.pdf

²¹ <https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage>

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory inter-agency guidance this will apply to schools and colleges.

Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for inter-agency liaison with police and children's social care. When mandatory reporting commences in October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon **teachers²², along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies²³.

The Mandatory reporting duty will commence in October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

Preventing Radicalisation

Protecting children from the risk of extremist ideology and radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse.

Extremism goes beyond terrorism and is defined in the Government's Counter Extremism Strategy as vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. Calls for the death of members of armed forces are also regarded as extremism.

During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism²⁴.

Terrorism is an action that endangers or causes serious violence to a person/people, causes serious damage to property, or seriously disrupts an electronic system. The use or threat **must** be designed to influence the government or intimidate the public and is made in the purpose of advancing a political, religious or ideological cause.

²² Section 5B(11) of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides a definition for the term 'teacher'.

²³ <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

²⁴ Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Prevent

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, 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 statutory guidance issued under section 29 of the CTSA 2015 ("the Prevent guidance"). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare)²⁵ and cover the need to prevent people from being drawn into terrorism"²⁶. This duty is known as the **Prevent duty**. It applies to a wide range of public-facing bodies.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

²⁵ According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

²⁶ "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

Channel

School staff should understand when it is appropriate to make a referral to the Channel programme.²⁷ Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to cooperate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels²⁸.

Child on Child Abuse (previously Peer on Peer, including child on child sexual violence and sexual harassment)

Children can abuse other children. This is referred to as Child on Child abuse and can take many forms. This can include (but is not limited to) abuse in intimate personal relationships between peers²⁹, bullying (including cyber bullying, prejudice-based and discriminatory bullying³⁰); sexual violence and sexual harassment³¹; physical abuse such as hitting, kicking, shaking, biting, hair pulling (this may include online which threatens/encourages this abuse); sexting and initiating/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation as a method of group initiation and may involve an online element.) Evidence shows girls, children with SEND and LGBT children are at greater risk.

Sexual Violence refers to sexual offences under the Sexual Offences Act 2003³² including rape, assault by penetration, sexual assault and causing someone to engage in sexual activity without consent (which could involve an online element which initiates, threatens/encourages this violence). Sexual harassment can include sexual comments, jokes or taunting, physical behaviour, and online sexual harassment which may be stand-alone or part of a pattern of abuse. Up-skirting

²⁷ Guidance issued under section 36(7) and section 38(6) of the CTSA 2015 in respect of Channel is available at: <https://www.gov.uk/government/publications/channel-guidance>

²⁸ Such partners are required to have regard to guidance issued under section 38(6) of the CTSA 2015 when cooperating with the panel and police under section 38 of the CTSA 2015

²⁹ Such abuse can take the form of physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic, psychological or emotional abuse.

³⁰ Further information on sexting can be found here: <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

³¹ Guidance can be found on the Dfe website <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

³² <https://www.legislation.gov.uk/ukpga/2003/42/contents>

which 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 is also a form of child on child abuse and is now illegal in accordance with the Voyeurism Act of 2019³³ and amendment to the Sexual Offences Act of 2003.

All staff should be aware that safeguarding issues can manifest themselves via child on child abuse. Even if there are no reports it does not mean that it is not happening and should maintain the attitude of 'it could happen here.'. All staff should be clear that child on child abuse should never be tolerated or passed off and that all child on child abuse is unacceptable and will be taken seriously, and that **all** victims are reassured of this. Abuse which occurs online or outside of school should not be downplayed, and victims should never be given the impression that they are creating a problem or made to feel ashamed for making a report. It is important that it is explained that the law is there to protect them rather than to criminalise.

Staff training takes place with regards to this issue and our PSHCE curriculum is carefully crafted to develop student understanding of acceptable behaviour and keeping themselves safe.

All incidents of child on child abuse will be reported, investigated on a case by case basis, with the DSL using their professional judgement and liaising with the appropriate agencies when necessary. Risk Assessments will also form part of this process and will be reviewed accordingly, led by the DSL. All incidences will be recorded in line with our Behaviour policy suite and KSCiE 2023 guidance as well as departmental advice³⁴. Please see **Appendix 6: Child on Child Abuse Protocol** for more guidance.

Children who are Lesbian, Gay, Bi, or Trans (LGBT)

The fact that a child is LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT, or are perceived to be LGBT, can be targeted by other children. It is therefore vital that children who are LGBT have a trusted adult and a safe space for them to speak out and share their concerns. LGBT inclusion is also part of our PSHCE curriculum.

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, changes in friendships/relationships with older individuals or groups, declines in performance, signs of self-harm or changes in well-being, signs or assault/unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or involved with individuals associated with criminal networks or gangs³⁵.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence such as being male, frequent absence, permanent exclusion, previous child maltreat or previous instances of offending.

³³ <https://www.legislation.gov.uk/all?title=Voyeurism%20Act>

³⁴ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

³⁵ Advice from the Home office can be found by following the following links:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf and <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Private Fostering

Private Fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity). A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child. Ansford Academy has a responsibility to refer to Children's Social Care of any private fostering arrangement we become aware of, in order for Children's Social Care to undertake an assessment to ensure the needs and welfare of the child or young person is being met and that adults caring for them have access to advice and support.

Early Help

"Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years, through to the teenage years." Working Together to Safeguard Children, March 2018.

Early help includes services that are available to all families as well as services for more vulnerable families who need a greater level of support. Effective early help means that:

- Parents and or care givers feel supported to provide stable, consistent and appropriate care for their families.
- Children achieve their education goals
- Children achieve the best possible physical and mental health
- Children are safe and feel safe

Any child can benefit from Early help but staff should be alert to a potential need for early help for a child who:

- Is disabled and has specific additional needs
- Has SEND (with or without an EHCP)
- Has a mental health need
- Is a young carer
- Is showing signs of being drawn to antisocial behaviour including organised crime groups/gangs
- Is frequently missing from care or home
- Is at risk from modern slavery, trafficking, exploitation (sexual or criminal)
- Is misusing drugs or alcohol
- Has a family member in prison/undertaking offending
- Is in a family circumstance with concerns e.g. substance abuse/domestic violence/mental health issues
- Has returned home to their family from care
- Is in risk of honour based abuse
- Is privately fostered; and
- Is persistently absent from education

Early help is everyone's responsibility and is used to help practitioners gather and understand information based on discussions with the family. This holistic assessment identifies the most appropriate way to meet these needs. Staff may be required to support other agencies in an Early Help Assessment. Such cases should be kept under constant review which action if a case does not improve or deteriorates. (KCSiE 2023)

Appendix 3

Talking and Listening to Students

If a student wants to confide in you, you SHOULD:

- Be accessible and receptive
- Listen carefully and uncritically
- Take what is said seriously
- Reassure the student that they are right to tell
- Tell the student that you must pass the information on to the DSL
- Make a careful record of what was said

You should NEVER:

- Investigate or seek to prove / disprove possible abuse
- Make promises about confidentiality
- Assume that someone else will take the necessary action
- Jump to conclusions or extreme responses
- Investigate, suggest or probe for information
- Confront another person allegedly involved
- Forget to record what you have been told
- Fail to pass on the information to the DSL

Recordings should:

- State who was present, time, date and place
- Be written in ink and signed by the recorder (if not recorded on My Concern)
- Be passed on to the DSL or DDSL ASAP on the same day
- Use the students own words where possible
- Be factual, state exactly what was said
- Differentiate clearly between fact, opinion, interpretation, observation
- In the case of a physical injury describe where exactly on the body, if seen include a description

Appendix 4

Procedure for Allegations Made Against a Member of Staff

Allegations (both those that may meet harm threshold and those that do not or 'low level concerns') will be managed in accordance with the latest DFE guidance. This is currently Keeping Children Safe in Education 2023³⁶ and information can be found in the Management of Allegations Against Staff and Low Level Concerns Policy.

Purpose of the Policy

The process allows for the managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. It will be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers, supply teachers and contractors) has:

- 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;
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children; or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

An allegation may also be classed as a 'low level concern'. This does not mean that it is insignificant, but that it does not meet the harm thresholds aforementioned. A low level concern is that an adult working in or on behalf of the school, including supply staff and contractors, may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Ansford Academy's Commitment

- **Ansford Academy recognises the duty of care to its employees and will provide effective support for anyone facing an allegation.**
- **Ansford Academy will ensure that any allegation of abuse is dealt with promptly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.**
- **Ansford Academy will pursue a full investigation even in the event of non-cooperation by the alleged victim or accused individual.**
- **Ansford Academy will keep a clear and comprehensive written record throughout the process.**

³⁶ Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed other whistleblowing channels may be open to them: <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

Appendix 5

Public Footpath Risk Assessment

The academy has a public footpath through its sports field. The path runs due north from the right hand side of the compound to the hedged boundary.

Risk management procedures exist to mitigate against the risk of unauthorised access to the school buildings.

- CCTV coverage of key parts of the site.
- Security fencing reduces the likelihood of unauthorised access to the site.
- Procedures regarding the movement of visitors to the site.
- Staff and student training regarding threats to the school and procedures to follow.

The Academy's sports field is essentially open. Most of the sports field is surrounded by a low fence and hedge with gaps in some places. This includes along the stretch on Maggs Lane. The school has a history of encouraging community use of its facilities.

During lunchtimes the site is patrolled by the duty team. Whilst sports take place on the field PE staff are on the field and students will know where they are.

The potential risks that are of most concern are: the footpath would be used as a means of making inappropriate contact with students, including dealing drugs or someone who was using the path behaving in a way that caused concern.

There is no record of, or incident in memory, that relates specifically to the presence of the public footpath.

Guidelines on Dealing with Risks Arising from Public Footpath across School Sports Field.

These guidelines are to be followed when a member of the public crossing the school field using the public footpath behaves inappropriately or is someone who is a known risk.

If a member of staff sees any behaviour that they consider is a risk to students or staff they should instruct students to leave the sports field as soon as possible and arrange for the office or Headteacher to call the police. They should also ensure a member of the Leadership Team is informed as soon as possible.

During sports lessons on the field PE staff will be available and students will know where they are. During lunchtime breaks the Leadership Team will patrol the whole school site.

The key message for students if they face a situation where they feel at risk, is to remove themselves from the field and immediately report the situation. Students must report any outsider on the field to the school office or a member of staff

Students will be informed of the above during the annual PE induction that happens at the start of the academic year.

Child on Child Abuse Protocol

Status: Non-statutory

This protocol has been impact assessed to ensure that it is in line with our Equality Policy and the Equality Act (2010).

This protocol is linked to and should be read in conjunction with the following policies:

- E-safety
- Behaviour Management
- Students with Medical Conditions
- SEND
- Curriculum
- Code of Conduct
- Health and Safety
- Anti-Bullying
- Relationships and Sex Education
- Complaints and Concerns Procedures
- Drugs
- Reasonable Force
- Looked After Child
- Safer Recruitment
- Students with Health Needs who Cannot Attend School
- Remote Learning Expectations
- Management of Allegations Against Staff and Low Level Concerns
- Whistleblowing

This protocol is written in accordance with the following DFE statutory guidance for schools and colleges:

- 'Keeping children safe in education' (September 2023)
- 'Working together to safeguard children' (2015 updated March 2018)
- The Children Act 1989 and 2004
- Education Act 2002 and 2011
- Education and Inspections Act 2006 and in line with the Somerset Safeguarding Children Partnership (previously Somerset Safeguarding Children's Board) policies and procedures.

The policy should also be read alongside departmental advice '[What to do if you are worried a Child is being abused – Advice for Practitioners](#)' and '[Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#).'

Rationale

Keeping Children Safe in Education (2023) states that 'Governing bodies and proprietors should ensure there are appropriate policies and procedures in place to ensure appropriate action is taken in a timely manner to safeguard and promote children's welfare.

At Ansford Academy:

- We have a zero tolerance approach to all types of abuse. Incidents are taken seriously. These will never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'.
- We maintain an attitude of 'it could happen here'
- Banter and teasing should be acknowledged and recognised as bullying behaviour and may require proportionate intervention.
- We aim to mitigate the risk of contributing to a culture of unacceptable behaviours or a culture that normalises abuse through education and reflective learning.
- Child-on-child abuse may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics.
- Early identification of vulnerability to child on child abuse is made by reviewing attendance, behaviour, attainment and safeguarding records

Purpose and Aim

Children and young people may be harmful to one another in a number of ways which would be classified as child on child abuse. The purpose of this protocol is to explore the many forms of child on child abuse and include a planned and supportive response to the issues.

What is Child on Child Abuse?

For these purposes, child on child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate).

Child on child abuse can take various forms, including: serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence. Children's experiences of abuse and violence are rarely isolated events, and they can often be linked to other things that are happening in their lives and spaces in which they spend their time.

Any response to child on child abuse therefore needs to consider the range of possible types of child on child abuse set out below and capture the full context of children's experiences.

This can be done by adopting a Contextual Safeguarding approach and by ensuring that our response to incidents of child on child abuse takes into account any potential complexity.

All staff should be aware that children can abuse other children (often referred to as child on child abuse). This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element, which facilitates, threatens and/or encourages physical abuse)
- Abuse in intimate relationships between peers
- Sexual violence and sexual harassment
- Causing someone to engage in sexual activity without consent
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Initiation/hazing type violence and rituals, which could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element

At Ansford Academy we are committed to the prevention, early identification and appropriate management of child on child abuse. We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that individual child's emotional and mental health and well-being.

Children with Special Educational Needs

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Being more prone to peer group isolation than other children;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEND and disabilities particularly when investigating any form of child on child abuse³⁷.

Contextual Safeguarding Approach to Child on Child Abuse

Ansford Academy will minimise the risk of child on child abuse taking place by adopting a contextual approach to safeguarding. This enables us and other support services to better identify high-risk groups, areas and environments within our community that increase the risk of abuse occurring and take appropriate action.

The DSL/DDSLs will review and consider whether any practice or environmental changes can be made in relation to any areas for development. This might include making changes to staffing and supervision, making changes to the physical environment and considering the utilisation and delivery of safeguarding topics on the curriculum.

³⁷ Keeping Children Safe in Education 2023

Preventative Strategies

It is important to develop appropriate strategies in order to prevent the issue of child on child abuse rather than manage the issues in a reactive way.

Firstly, and most importantly at Ansford Academy we recognise that child on child abuse can, and will, occur even with the most stringent of policies and support mechanisms. In which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting young people to talk about any issues and through sharing information with all staff.

This can be supported by ensuring that we foster an open environment where young people feel safe to share information about anything that is upsetting or worrying them. At Ansford we view relationships as central to providing timely support, keeping children safe and unlocking their potential. By encouraging students to build self-confidence, self-esteem and resilience we hope to equip students to take their place in society therefore allowing them to participate more and achieve. Building this open and transparent environment also means students feel more empowered to report concerns to their trusted adults, feeling that their voices are heard and valued. This can also be strengthened through a strong and positive RSE and PSHCE curriculum and assembly programme, that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another. We are also committed to ensuring that staff feel confident in the delivery of PSHCE by supporting them with up to date training and professional development.

At Ansford Academy, our RSE and PSHE Curriculum incorporates:

- Healthy and respectful relationships
- What respectful behaviour looks like
- Consent
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- Sexual violence and sexual harassment

We are also committed to Multi-agency working which allows us to access advice, support and guidance, so that effective decisions can be made in collaboration to improve outcomes for children who may be at risk of harm.

Responding to incidents of Child on Child Abuse

Ansford Academy will handle initial reports of abuse by:

- Securing the immediate safety of pupils involved in an incident and sourcing support for other young people affected.
- Listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc.
- Ensuring that all victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. They will never be made to feel ashamed for making a report. It is important to explain that the law is in place to protect, rather than criminalise.
- Ensuring the child's wishes are taken into consideration in any intervention and any action is taken to ensure safety of the target and other members of the wider peer cohort.

- Not promising confidentiality as it is highly likely that information will need to be shared with others.

A diagram outlining our process for responding to child on child abuse is available in **Appendix B** of this protocol.

Writing a Child on Child Abuse/Harmful Sexual Behaviour Report

The following procedures should be adhered to when writing a child on child abuse or harmful sexual behaviour report.

You should ensure that:

- 2 staff members are present
- When online material is part of the report, staff should never view or forward illegal images of a child (confiscation of items may be more appropriate)
- Never promise confidentiality
- Share report only with staff who will progress it
- Identify that the child may disclose to staff that they trust. Please note that this could be any staff member.
- Recognise that the initial disclosure may not be a singular/or the first episode and trauma affects memory as well as details re the timeline of abuse.
- Recognise that further barriers may also be present due to ethnicity, gender, disability, sex.
- Listen carefully, reflect back, use the child's language, be non-judgemental, be clear about boundaries, do not ask leading questions, prompt with open questions. You can ask if the child has been harmed and the nature of this harm.
- Consider the best way to make the report and be aware that it is best practice to wait until the end of the disclosure.
- Only record the facts as the child presents them with no personal opinion as these notes could become part of a statutory assessment or criminal investigation.
- Inform the DSL as soon as possible using existing safeguarding procedures.
- Be aware that children may not find it easy to tell you and may not make a direct report. For example, you might overhear conversations or a friend might tell you, or you may be aware of signs. Whatever the nature of your information, you must pass it on directly rather than waiting to be told.
- Remember **all minors** involved are considered victims, including the perpetrators and how we respond is important to the confidence of future victims.

Responding to Incidents of Sexual Violence and Harassment

Ansford Academy will take protective action following the guidance given in Keeping Children Safe In Education (2023, Part 5) and guidance 'Sexual violence and sexual harassment between children in schools and colleges' 2023

We will take the following actions when responding to incidents of sexual violence and sexual harassment:

- Incidents will be reported immediately to the DSL/Deputy DSL who will undertake further assessment of what action should be taken proportionate to the factors that have been identified.
- The Brook Tool will be utilised to inform assessment of risk and what actions to subsequently take. This may include seeking specialist advice and guidance from the education psychology team.
- Proportionate action will be taken and consideration given to whether a case can be managed internally or whether support from other support agencies is required.
- When an incident involves an act of sexual violence (rape, assault by penetration, or sexual assault):

- Cases will be reported to the police regardless of the age of criminal responsibility (10 years old)
- A concurrent referral to Children Social Care will also be made
- Children Social Care will determine whether an assessment is required under sections 17 or 47 of the Children Act 1989
- Where the report includes an online element, the setting will follow the following government guidance 'Searching, Screening and Confiscation at School' and 'Sharing Nudes and Semi-Nudes'
- Risk assessments and/or safety plans will be developed for individual children who have been involved in an incident. This will be reviewed regularly or every time there is an occurrence of an incident. These will involve the child and parents/carers and address contextual risks.

Appendix A – Types of Child on Child Abuse

Types of Abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

Physical Abuse e.g. (biting, hitting, kicking, hair pulling etc.)

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

Harmful Sexual Behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault)

Harmful sexual behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another, sexual assault, rape or abuse.

Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence refers to sexual offences under the Sexual Offences Act 2003 as described below:

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

Sexual harassment means 'unwanted conduct of a sexual nature' that can occur online and offline. In referencing sexual harassment, it is in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity,

and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment³⁸.

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 and may be at risk of criminal exploitation.

All staff should be aware of the associated risks and understand the measures in place to manage these.

Bullying (inclusive of all types)

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.

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.

Cyber Bullying

Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass, threaten or intimidate someone for the same reasons as stated above.

It is important to state that cyberbullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour.

³⁸ Keeping Children Safe in Education 2023

If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

Sexting (Youth Produced Imagery)

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can occur in any relationship, to anyone, whatever their age, gender or sexual preference.

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Up Skirting

The Voyeurism (Offences) Act 2019 which criminalises the act of 'up skirting'. The Criminal Prosecution Service (CPS) defines 'up skirting' as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. This which 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; sexting (also known as youth produced sexual imagery)

Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

Teenage Relationship Abuse

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen

uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

Appendix B: Child on Child Abuse Staff Investigation Guidance

The information below can be used by staff to guide an investigation into child on child abuse.

1. Gather the Facts

In cases specifically relating to sexual violence and sexual harassment, Part 5 of Keeping Children Safe in Education, 2023 states that two members of staff (one being the Designated Safeguarding Lead) should be present to manage the report, *where possible*.

In all circumstances, staff need to speak to all the young people involved separately, gain a statement of facts from them and use **consistent language** and **open questions** for each account.

The easiest way to do this is not to have a line of questioning but to ask the young people to tell you what happened. Only interrupt the young person from this to gain clarity with open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?)

A full and clear record of exactly what the young person has said in their own language should be made and stored on My Concern.

2. Consider the Intent (begin to Risk Assess)

Has this been a deliberate or contrived situation for a young person to be able to harm another?

3. Decide on Next Course of Action

If from the information that you gather you believe any young person to be at risk of significant harm you must make a safeguarding referral to social care immediately (where a crime has been committed the police should be involved also). This action would be undertaken by the Designated Safeguarding Lead.

If social care and the police intend to pursue this further they may ask to interview the young people in school or they may ask for parents to come to school to be spoken to also. It is important to be prepared for every situation and the potential time it may take.

It may also be that social care assesses that it does not meet their criteria in which case you may challenge that decision, with that individual or their line manager. If, on discussion however, you agree with the decision, you may then be left to inform parents.

4. Informing Parents

If, once appropriate advice has been sought from police/social care you have agreement to inform parents or have been allocated that role from the other services involved then you need to inform the parents as soon as possible. If services are not going to be involved then equally, this information may need to be shared with parents. Parents would not be informed if by doing so the child was put at further risk of significant harm.

If a young person is deemed to be 'Gillick Competent' following the 'Fraser' guidelines and does not wish you to share the information with parents, then the school must consider this especially for example if the young person is pregnant and this is why they are being bullied (unless this has occurred through significant harm in which case a criminal/social care case is likely or the young person is under the age of 13).

In all circumstances where the risk of harm to the child is evident then the school should encourage the young person to share the information with their parents/carers or even with them (they may be scared to tell parents that they are being harmed in any way). Where school can evidence they are acting in the best interests of the young person they would not be criticised, however this would be the case if they actively breached the rights and choices of the young person.

The best way to inform parents is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a young person may be suffering can cause fear and anxiety to parents/carers whether their child is the child who was harmed or who harmed another.

Points to consider:

What is the age of the children involved?

How old are the young people involved in the incident and is there any age difference between those involved?

Where did the incident or incidents take place?

Was the incident in an open, visible place to others? If so, was it observed? If not, is more supervision required within this particular area?

What was the explanation by all children involved of what occurred?

Can each of the young people give the same explanation of the incident and also what is the effect on the young people involved? Is the incident seen to be bullying for example, in which case regular and repetitive? Is the version of one young person different from another and why?

What is each of the children's own understanding of what occurred?

Do the young people know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the young person's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the young person have an understanding of the impact of their behaviour on the other person?

In dealing with an incident of this nature the answers are not always clear cut. If you are concerned or unsure as to whether or not there is any risk involved, please seek advice.

Repetition

Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered whether the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved.

5. Outcomes

The outcome of the investigation will follow our local threshold guidance. Therefore, a referral has been made to either the police/social care for a full investigation (Acute need). It may have resulted in Children's Services undertaking a further assessment (Complex Need) or as a school/setting you may have identified additional services/intervention that are non-statutory and in which case completed an early help assessment (Acute need). It may be that on investigation, a decision has been made to handle the incident (s) internally and in which case the school may implement a risk assessment plan. (Universal)

In any of the above outcomes the school has a duty of care to manage the education needs of both children/young people in which case a risk assessment plan may be needed irrespective of the outcome.

6. Next Steps

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

For the young person who has been harmed (alleged victim)

What support they require depends on the individual young person. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends. In which case it is necessary that this young person continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people or some restorative justice work with all those involved may be required.

Other interventions that could be considered may target a whole class or year group for example a speaker on cyber bullying, relationship abuse etc. It may be that through the continued curriculum of PSHCE that certain issues can be discussed and debated more frequently.

If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identify services to offer additional support.

For the young person who has displayed harmful behaviour (alleged perpetrator)

In this circumstance it is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary. Particular support from identified services may be necessary through an early help referral and the young person may require additional support from family members.

Once the support required to meet the individual needs of the young person has been met, it is important that the young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the young person to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education whilst off site.

Even following the conclusion of any investigation the behaviour that the young person has displayed may continue to pose a risk to others in which case an individual risk assessment may be required. This should be completed via a multi agency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.

The school may also choose a punishment as a consequence such as suspension or re-tracking for a period of time to allow the young person to reflect on their behaviour.

After Care

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

7. Disciplinary Action

Our school will need to consider whether disciplinary action may be appropriate for any child/children involved – any such action should address the abuse, the causes of it, and attitudes underlying it. Disciplinary action may sometimes be appropriate, including (a) to ensure that the child/children take(s) responsibility for and realise(s) the seriousness of their behaviour; (b) to demonstrate to the child/children and others that child on child abuse can never be tolerated; and (c) to ensure the safety and wellbeing of other children.

However, these considerations must be balanced against the child's/children's own potential unmet needs and any safeguarding concerns. Before deciding on appropriate action our School will always consider its duty to safeguard all children from harm; the underlying reasons for a child's behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; the importance of understanding inter-familia harms and support for other siblings; and the severity of the child on child abuse and the causes of it.

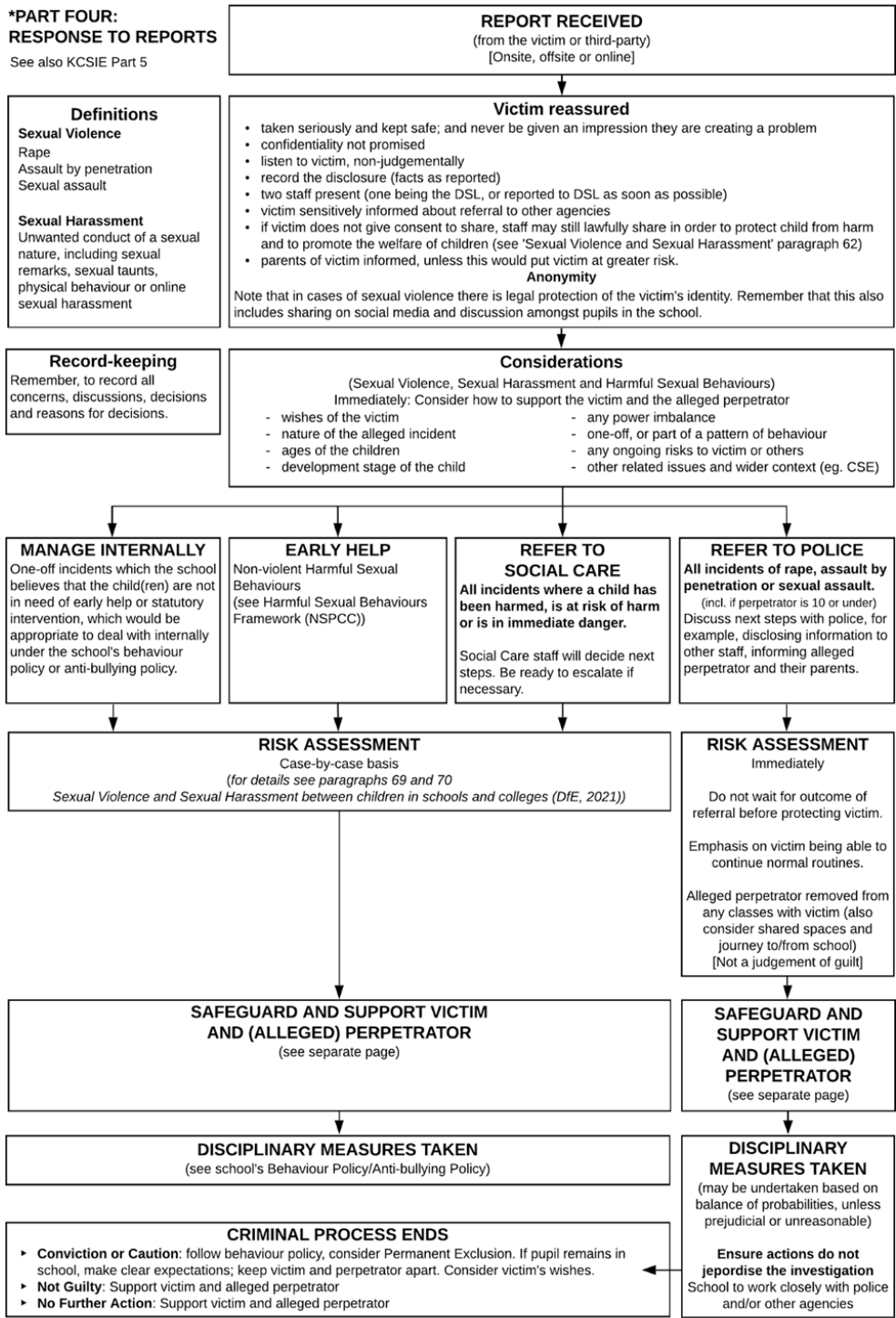
Our school will, where appropriate, consider the potential benefit, as well as challenge, of using exclusion as a response, and not as an intervention, recognising that even if this is ultimately deemed to be necessary, some of the measures referred to in this policy may still be required. Exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of the other children in the School.

8. Review of Circumstances

Following any incident of harm, it is necessary for our academy to consider if anything could have been done differently. This demonstrates how proactive the school is in continually reviewing our policies and systems in effectively keeping children safe.

Appendix C: Safeguarding Response Flowchart (Andrew Hall 2021)

***PART FOUR:
RESPONSE TO REPORTS**
See also KCSIE Part 5



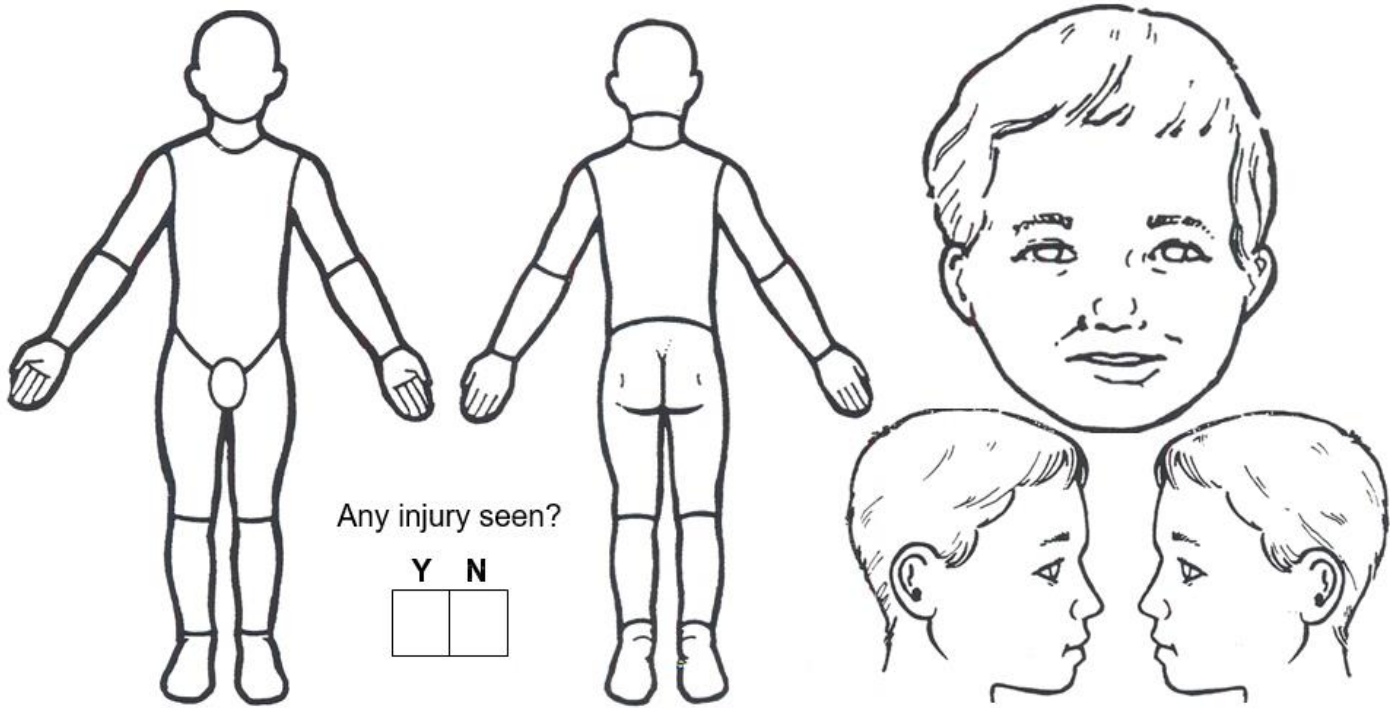
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Source:
*Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2021)

SVSH Flow Chart for Schools 2021 v.1.0

Appendix 7: Child Protection Referral Form

Cause for Concern Referral Form			
Child Name:		Year Group / class:	
Date of report:		Name of reporting person:	
Time:		Any witnesses?	
Details of concern/event:			
<p>Advice for recording a concern When recording an incident include the date, time and place as well as the names of any potential witnesses to the event or disclosure. Keep observations factual. If recording conversations try to use exact words and not to rephrase. Avoid leading questions. Use the outlines provided to show injury sites. Size estimates can also be included</p>			
Signed:		Date:	



For Completion by Safeguarding Lead

Referred to DSL on:		DSL on duty:	
Advice sought: (when, from whom and what was advice given)			
Concern/referral discussed with parent/carer? (If not, state reasons why – if yes, note discussion with parent)			
Referral made: (If not, state reasons why – if yes, record to whom and any action agreed)			
EHA required?	Yes / No?	By whom:	
Feedback to referring member of staff:	Yes / No?	By whom:	
Response to / action taken with pupil: (what was done and by whom?)			
Other action taken:			
Signed:		Date:	