



# Safeguarding and Child Protection Policy

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## 1. Audience

Any person having contact with a pupil that is on roll at a Nicholas Postgate Catholic Academy Trust school must have regard to this policy.

## 2. Purpose

This policy provides the overarching ethos for safeguarding and child protection within all schools of Nicholas Postgate Catholic Academy Trust. It provides the standard that must be adhered to by all staff. It has regard to the requirements of *Keeping Children Safe in Education* that provides statutory guidance for schools and colleges.

## 3. Policy Statement

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone that comes into contact with children and their families has a role to play. In order to fulfil this statutory responsibility effectively, everyone's approach to safeguarding children must be child centred.

Effective safeguarding requires all NPCAT schools to have or ensure:

- An ethos of safeguarding where there is a culture of vigilance that promotes and supports professional curiosity and professional challenge and an attitude of 'it could happen here... and probably is'. All schools should demonstrate a shared responsibility towards safeguarding practice. This ethos must be evident throughout the school, clearly visible to pupils, staff, parents and visitors.
- Safeguarding and Child Protection Procedures where each school must set out its statutory duties and procedures for staff to raise concerns, including child on child abuse.
- The building of safeguarding capacity through continuous professional development.
- Safer recruitment practice, whereby all employees, volunteers, contractors, third parties and visitors have been suitably vetted to work with children.
- A safe perimeter around schools, that prevents unauthorised access to the school property and grounds and allows the child to learn in a safe and secure environment.
- An understanding of the risks to children from their school community and the wider local community.
- The prevention of harm and protecting children from beyond the community, in the online world, considering the breadth of issues that could expose a child to

harm in relation to the content, contact, conduct and commercial aspects of their use of technology.

- Assessing and managing risk in the wider community when considering the well being of pupils, including local, national and international prevailing circumstances that looks at internal and external matters and determines the most frequent and serious risks to children in the school.
- A curriculum that provides a preventative education and an age-appropriate programme, which goes hand-in-hand with risk and helps pupils to recognise, understand, cope and develop resilience to the risks around them. This must include a PSHE curriculum that provides resources for identifying and supporting children in need of extra mental health support and teacher training modules on RSE, RE or health-care topics, and non-statutory implementation guidance.
- As a relevant agency, work together with the local safeguarding partnership to develop strong and effective multi-agency arrangements. For local arrangements to be effective, schools should engage organisations and agencies that can work in a collaborative way to provide targeted support to children and families, and a child's extra-familial relationships, and the impact of any abuse/neglect on siblings (intra-familial harm).
- Effective transition planning so that children do not 'fall through the net',
- Monitoring and evaluation systems to ensure the effectiveness of processes.

## 4. Scope

All staff working with our children and young people, whether or not employed by the Trust, are expected to comply with the Trust ethos to safeguarding and protecting children and to have regard to the safeguarding and child protection procedures within each school. This includes all directors, governors, employees, including casual and agency staff, self-employed or contractual workers and volunteers.

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Governing bodies and Trust employees should recognise that additional barriers can exist when recognising abuse and neglect in this group of children, which can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies, employees and proprietors of these settings are aware of the additional risk of harm that their pupils may be vulnerable to, including the education of children with health needs that cannot attend school.

## 5. Values and Principles

<b>Principles</b>	<b>What this means for NPCAT schools</b>
Nurturing	Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
Perseverance	Promote children's welfare and prevent concerns from escalating.
Courage	Provide help for children. Challenging decisions, practice or actions which may not effectively ensure the safety or well-being of a child.
Ambition	Identify concerns early.
Tolerance & Respect	Always to act in the best interest of the child.

## 6. Requirements

All NPCAT policies and procedures in respect of safeguarding children will be up to date and in line with DFE Statutory Guidance, *Keeping Children Safe in Education*. The policy must be accessible to all staff through the schools' websites and the staff areas of the Trust's intranet.

The School Safeguarding and Child Protection Procedures must follow the Trust template and reflect the school's reporting structure where there is a safeguarding concern. The procedures will be reviewed regularly to ensure compliance with statutory requirements and good practice. The School Safeguarding and Child Protection Procedures must be made available via the schools own website.

Where there is a safeguarding concern, governing bodies and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place, and they should be transparent, clear, easily understood, well promoted and easily accessible for

pupils, staff, parents/carers to confidently report a concern or abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback. The Trust, under the responsibility of each Headteacher, will ensure that the arrangements for safeguarding are secure and robust and that any shortfall is rectified.

In addition governing bodies and the Head of Safeguarding are responsible for ensuring that legislation and guidance is adhered to by the Headteacher and senior leaders within a school and that all of the necessary safeguarding procedures are in place within the setting. Failure to comply with Trust overarching policy in respect of safeguarding may result in disciplinary action.

The Headteacher is aware of their obligations under:

- the Human Rights Act 1998 (where it makes clear that being subjected to harassment, violence and/or abuse, may breach children's rights);
- the Equality Act 2010 (which stresses that schools and colleges must not unlawfully discriminate against pupils because of their protected characteristics, and how such pupils are supported, including making reasonable adjustments for disabled pupils, for instance taking positive action to support girls if there was evidence they were being disproportionately subjected to sexual violence and sexual harassment).
- the Public Sector Equality Duty (PSED), (whereby significant decisions made or procedures developed, consideration must be given to the inequality implications of these, for example, pupils may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying, or racial discrimination).

The Head of Safeguarding also has responsibility for ensuring that Headteachers and senior leaders are held to account for all aspects of safeguarding and most importantly that all legislation, guidance and procedures work effectively in practice by the whole workforce, including that the Designated Safeguarding Lead has been given the additional time, funding, training and resources and support needed to carry out their role effectively.

Each Headteacher will be responsible for reporting to their own Local Governing Body and for providing the Trust's Head of Safeguarding with information to allow a summary of all activity to be reported to the Trust's Board, via the Catholic Life & Standards Committee.

The Trust has appointed a Lead Director for Safeguarding who, through the Head of Safeguarding, will oversee that local governors responsible for safeguarding are working effectively with each of our schools' Designated Safeguarding Leads, to ensure all our children and young people are safeguarded from harm and abuse, and that where concerns arise these are dealt with swiftly and professionally.

## 7. Definitions

<b>Directors</b>	The members of the Trust Board of Directors of the Nicholas Postgate Catholic Academy Trust company. There is a separate code of conduct document for the directors of the Trust.
<b>Local Governing Body</b>	Local Governing Body (LGB) ,or any other committee operating at a local level, i.e. an Interim Advisory Board (IAB).
<b>Governors</b>	Governors of the local governing body, or any other committee operating at a local level, i.e. an Interim Advisory Board (IAB).
<b>Trust Central Services Team</b>	Employees of the Trust with responsibilities for central services.
<b>Child-centred</b>	At all times, to consider what is in the <b>best interests</b> of the child.
<b>PSHE</b>	Personal, Social, Health and Economic Education
<b>RSHE</b>	Relationship & Sexual Health Education

## 8. Legislation

The overarching responsibilities to safeguarding are set out in legislation, as follows:

- The Children Act 1989, provides the section 17 duty to safeguard and promote the welfare of children who are in need and provides the section 47 duty to investigate whether a child is at risk of serious harm.
- The Local Government Act 2000, establishes effective joint working across local authority sectors.
- The Education Act 2002 (section 175 (maintained schools), the Education (Independent School Standards) Regulation 2014 (including Academies/Free Schools) and the Education Non-Maintained Special Schools (England) Regulation 2011, sets out the standards for safeguarding functions for children and young people in all settings, which schools have a statutory duty to ensure that they meet.

- The Children Act 2004, established under section 11 a duty for partner agencies to participate with the local authority in a range of safeguarding and child protection provisions.
- Children and Social Work Act 2017, set up local safeguarding partnerships and further provision about the regulation of social workers.

## 9. Related Policies

- NPCAT Complaints Policy.
- NPCAT Health & Safety Policy.
- NPCAT Risk Management Policy.
- NPCAT Remote Education (Online Learning) Policy.
- NPCAT ICT Systems Acceptable Use Policy (Pupils).
- NPCAT ICT Systems Acceptable Use Policy (Employees, Governors & Visitors).
- NPCAT Recruitment Policy.
- NPCAT Confidential Reporting (Whistleblowing Policy).
- Managing Allegations of Abuse Against Staff and Volunteers, (including supply staff).
- NPCAT Disciplinary Policy.
- NPCAT Performance Capability Policy for Headteachers.
- NPCAT Induction of New Staff Policy.
- NPCAT Social Networking Policy

## 10. Related Procedures

- Complaints Procedures.
- Remote Education (Online Learning) Secondary Protocol.
- Remote Education (Online Learning) Primary Protocol.
- Code of Conduct for Staff.
- Code of Conduct for Governors of a Local Governing Body.

## 11. Standards and Guidelines

- Curriculum.

## 12. Supporting Information/Websites

Add links to any additional documents or websites that provide further information on how to implement policies.

## 13. Contacts

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## **Appendix 1: St. Augustine's Catholic Primary School Safeguarding & Child Protection Procedures**



# Safeguarding and Child Protection Procedures

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## Audience

- 1.1 These are the safeguarding and child protection procedures for St. Augustine's Catholic Primary School.
- 1.2 They apply to all staff working within the school, pupils, parents, visitors to the school and the Governing Body.

## Purpose

- 2.1 These procedures inform staff and others about the expectations of effective safeguarding practice to ensure all the pupils within the school are kept safe and protected from harm.
- 2.2 They are intended to promote a whole school culture of vigilance where safeguarding is everyone's responsibility and staff and others work with the attitude of 'it could happen here... and it probably is'.
- 2.3 They explain the requirements of staff and others in dealing with child welfare concerns and the processes that must be followed to ensure that the child gets the right help at the right time.
- 2.4 This ensures early and additional help is readily identified to prevent an escalation in the gravity of concern for a child's needs, and that child protection concerns are acted on appropriately and in a professional manner, at all times acting in the best interests of the child.
- 2.5 Safeguarding and promoting the welfare of children is everyone's responsibility. In order to fulfil this responsibility effectively, no single practitioner can have a full picture of a child's needs and circumstances. The procedures ensure everyone who comes into contact with children and their families has a role to play.

## Overview

- 3.1 The procedures embed the policy of a culture of vigilance that is required to ensure children are kept safe. They establish the commitment of the school and the Trust to protecting all children, by calling attention to the potential risks that can be happening in a child's life, and explain the steps that must happen where there is a concern about a child. They promote the ethos of Catholic life where children and young people can flourish, have positive experiences and stay safe.

## Definitions

Safeguarding and promoting the welfare of children	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.
Children	Children includes everyone under the age of 18.
Looked After Child	A child who has been in the care of their local authority for more than 24 hours is known as a looked after child. A child who is looked after by a local authority (referred to as a looked-after child) as defined in section 22 of the Children Act 1989 means a child (0-18 years of age) who is subject to a care order (or an interim care order) or who is accommodated by the local authority.
Previously looked after child	Previously looked-after children are those who: are no longer looked after by a local authority in England and Wales (as defined by the Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014) because they are the subject of an adoption, special guardianship or child arrangements order; or were adopted from 'state care' outside England and Wales. 'State care' is care provided by a public authority, a religious organisation, or any other organisation whose sole or main purpose is to benefit society. Children who were adopted from state care elsewhere in the world are also previously looked-after children, but do not qualify for the Pupil Premium Plus.

Special Guardianship Order	Special Guardianship is an order made by the Family Court that places a child or young person to live with someone other than their parent(s) on a long-term basis. The person(s) with whom a child is placed will become the child's Special Guardian. The Adoption and Children Act 2002 introduced Special Guardianship and Special Guardianship Orders.
Early Help	<p>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.</p> <p>Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who: is disabled and has certain health conditions and specific additional needs; has special educational needs (whether or not they have a statutory Education, Health and Care Plan); is a young carer; is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines; is frequently missing/goes missing from care or from home; is at risk of modern slavery, trafficking or sexual or criminal exploitation; is at risk of being radicalised or exploited; has a family member in prison, or is affected by parental offending; is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse; is misusing drugs or alcohol themselves; has returned home to their family from care; is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage; is a privately fostered child; and is persistently absent from education, including persistent absences for part of the school day.</p>
Young Carer	A child (under 18 years) that helps to look after a relative with a disability, illness, mental health condition, or drug or alcohol problem.
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill-treatment that is not physical as well as the impact of witnessing ill-treatment of others. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.
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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
Sexual Abuse	Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. 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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate 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.

<p>Contextual Safeguarding (extra-familial abuse)</p>	<p>Focuses on the fact that young people experience harm beyond their families and recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people’s experiences of extra-familial abuse can undermine parent-child relationships.</p> <p>Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (<b>teenage relationship abuse</b>), criminal exploitation, serious youth violence, county lines and radicalisation.</p>
<p>Intra-familial harm</p>	<p>Support for siblings following incidents.</p>
<p>Adverse Childhood Experiences (ACE’s)</p>	<p>Stressful events occurring in childhood including</p> <ul style="list-style-type: none"> <li>• domestic violence</li> <li>• parental abandonment through separation or divorce</li> <li>• a parent with a mental health condition</li> <li>• being the victim of abuse (physical, sexual and/or emotional)</li> <li>• being the victim of neglect (physical and emotional)</li> <li>• a member of the household being in prison</li> <li>• growing up in a household in which there are adults experiencing alcohol and drug use problems.</li> </ul> <p>The term was originally developed in the USA for the Adverse Childhood Experiences survey which found that as the number of ACEs increased in the population studied, so did the risk of experiencing a range of health conditions in adulthood. There have been numerous other studies which have found similar findings including in England and Wales.</p>
<p>Prevent Duty</p>	<p>All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent Duty.</p>
<p>Extremism</p>	<p>The vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.</p>
<p>Radicalisation</p>	<p>The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.</p>

Terrorism	An action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.
Channel Panel	A voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.
Child-on-Child Abuse (formerly known as Peer on Peer Abuse).	Children can abuse other children. This was formerly known as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.
Upskirting	Where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019.
Sharing nudes and semi-nudes	The sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. Alternative terms used by children and young people may include 'dick pics' or 'pics'.
Child on Child Sexual Violence and Sexual Harassment (including consent)	<p>Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.</p> <p>When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003.</p> <p>When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. Sexual harassment is likely to: violate a child's</p>

	<p>dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.</p> <p>What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another.</p> <ul style="list-style-type: none"> <li>• a child under the age of 13 can never consent to any sexual activity;</li> <li>• the age of consent is 16;</li> <li>• sexual intercourse without consent is rape, (regardless of age).</li> </ul>
<p>Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)</p>	<p>Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.</p> <p>In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.</p> <p>Some of the following can be indicators of both child criminal and sexual exploitation where children:</p> <ul style="list-style-type: none"> <li>• appear with unexplained gifts, money or new possessions;</li> <li>• associate with other children involved in exploitation;</li> <li>• suffer from changes in emotional well-being;</li> <li>• misuse drugs and alcohol;</li> <li>• go missing for periods of time or regularly come home late; and</li> <li>• regularly miss school or education or do not take part in education.</li> </ul> <p>CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Some additional specific indicators that may be present in CSE are children who:</p> <ul style="list-style-type: none"> <li>• have older boyfriends or girlfriends; and</li> <li>• suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.</li> </ul>
<p>County Lines</p>	<p>A term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other forms of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable</p>

	<p>adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.</p> <p>A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:</p> <ul style="list-style-type: none"> <li>• go missing and are subsequently found in areas away from their home;</li> <li>• have been the victim or perpetrator of serious violence (e.g. knife crime);</li> <li>• are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;</li> <li>• are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;</li> <li>• are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;</li> <li>• owe a 'debt bond' to their exploiters;</li> <li>• have their bank accounts used to facilitate drug dealing.</li> </ul>
<p>Modern Slavery</p>	<p>Modern slavery is a complex crime and may involve multiple forms of exploitation. It encompasses human trafficking, slavery, servitude, and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.</p>
<p>Cybercrime</p>	<p>Is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;</p> <ul style="list-style-type: none"> <li>• unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;</li> <li>• denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,</li> <li>• making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.</li> </ul>
<p>Domestic Abuse</p>	<p>The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse</p>

	<p>and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.</p> <p>Behaviour of a person (“A”) towards another person (“B”) is “domestic abuse” if—</p> <ul style="list-style-type: none"><li>(a) A and B are each aged 16 or over and are personally connected to each other, and</li><li>(b) the behaviour is abusive.</li></ul> <p>Behaviour is “abusive” if it consists of any of the following—</p> <ul style="list-style-type: none"><li>(a) physical or sexual abuse;</li><li>(b) violent or threatening behaviour;</li><li>(c) controlling or coercive behaviour;</li><li>(d) economic abuse</li><li>(e) psychological, emotional or other abuse;</li></ul> <p>and it does not matter whether the behaviour consists of a single incident or a course of conduct.</p> <p>“Economic abuse” means any behaviour that has a substantial adverse effect on B’s ability to</p> <ul style="list-style-type: none"><li>(a) acquire, use or maintain money or other property, or</li><li>(b) obtain goods or services.</li></ul> <p>For the purposes of this Act A’s behaviour may be behaviour “towards” B despite the fact that it consists of conduct directed at another person (for example, B’s child).</p> <p>For the purposes of this Act, two people are “personally connected” to each other if any of the following applies—</p> <ul style="list-style-type: none"><li>(a) they are, or have been, married to each other;</li><li>(b) they are, or have been, civil partners of each other;</li><li>(c) they have agreed to marry one another (whether or not the agreement has been terminated);</li><li>(d) they have entered into a civil partnership agreement (whether or not the agreement has been terminated);</li><li>(e) they are, or have been, in an intimate personal relationship with each other;</li><li>(f) they each have, or there has been a time when they each have had, a parental relationship in relation to the same child;</li><li>(g) they are relatives.</li></ul>
Female Genital Mutilation (FGM)	<p>A person is guilty of an FGM offence if they excise, infibulate or otherwise mutilate the whole or any part of a girl’s or woman’s labia majora, labia minora or clitoris. To excise is to remove part or all of the clitoris and the inner labia (lips that surround the vagina), with or</p>

	without removal of the labia majora (larger outer lips). To infibulate is to narrow the vaginal opening by creating a seal, formed by cutting and repositioning the labia. ( The Female Genital Mutilation Act 2003, as amended by the Serious Crime Act 2015).
Honour-based abuse	So-called 'Honour'-based abuse is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community. There is no specific offence of so-called "honour-based crime". It is an umbrella term to encompass various offences covered by existing legislation. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. It is a violation of human rights and may be a form of domestic and/or sexual violence. There is no, and cannot be, honour or justification for abusing the human rights of others.
Forced Marriage	Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Some perpetrators use perceived cultural practices as a way to coerce a person into marriage.
Private Fostering	A child is in a private fostering arrangement if: <ul style="list-style-type: none"> <li>• they live with a person who is not a close relative, and</li> <li>• they are under 16 (under 18 if they are disabled) and the arrangement is for more than 28 days in a row.</li> </ul> A close relative is a grandparent, brother or sister, uncle or aunt or step-parent.
Homelessness	You may be legally homeless if: <ul style="list-style-type: none"> <li>• you have no legal right to live in accommodation anywhere in the world;</li> <li>• you cannot get into your home, for example your landlord has locked you out;</li> <li>• it is not reasonable to stay in your home, for example you are at risk of violence or abuse;</li> <li>• you are forced to live apart from your family or people you normally live with because there's no suitable accommodation for you;</li> <li>• you are living in very poor conditions such as overcrowding.</li> </ul>

	In England, your council must help if you're legally homeless or will become homeless within the next 8 weeks.
Mental Health	Refers to a person's emotional, psychological and social well being. A person's mental health can change on a daily basis and over time, and can be affected by a range of factors.
Reasonable Force	The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.
CPOMS	Child Protection Online Management System. CPOMS is a software solution that allows quick, easy and secure recording of the information for a child in one place.
MACH	Multi-Agency Children's Hub that provides triage and multi-agency assessment of safeguarding concerns in respect of vulnerable children. It brings together professionals from a range of agencies into an integrated multi-agency team.

## Responsibilities

### 5.1 All Staff

- 5.1.1 All staff must ensure their approach to safeguarding is child-centred. This means that they should consider, at all times, what is in the best interests of the child. They must never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.
- 5.1.2 All staff must provide a safe environment in which children can learn by:
- Ensuring you know how to follow the five key stages of safeguarding practice: **Recognise, Respond, Refer, Record, Reflect**.
  - Maintain an attitude of 'it could happen here .... and probably is', and report any concerns regarding the behaviour of a child/an adult/staff member in school directly to the Designated Safeguarding Lead/Headteacher.

- Maintain a professional curiosity and speak to the Designated Safeguarding Lead if you have concerns about a child.
- Listen to and reflect on the voice of the child at **ALL** times and take seriously any concerns raised by a child.
- Know that sometimes children will not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.
- Know what to do if a child makes a disclosure and reveals abuse.
- Consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
- Consider the impact on siblings following an incident (intra-familial harm).
- Report any concerns to the Designated Safeguarding Lead immediately. (However, if the Designated Safeguarding Lead, the deputy or senior member of staff is unavailable, staff can refer their concerns directly to the Middlesbrough MACH if necessary and the police. They should inform the Designated Safeguarding Lead as soon as possible if they have reported concerns directly).
- Have an awareness of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role staff might be expected to play in such assessments.
- Be prepared to identify children who may benefit from Early Help by identifying concerns early, to provide help for children, and prevent concerns from escalating.
- Be aware of the local early help process for Middlesbrough MACH and understand the role of school staff in that process.
- Record all discussions, decisions and reasons in writing adhering to the Trust practice for using CPOMS, or recording as instructed to do otherwise, if a staff member does not have access to CPOMS.
- Maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy).
- In collaboration with the Designated Safeguarding Lead, support social workers and other agencies following any referral
- Staff who work directly with children must read at least Part One of the most recent publication of Keeping Children Safe in Education. Staff who do not work directly with children have the option to read Annex A (a condensed version of Part One). All staff must sign to say that they have read and understand the document. *The Trust mandates that all staff*

*should also read Part 5 of Keeping Children Safe in Education, Child-on-child sexual violence and sexual harassment.*

- Read and sign to say that they have read and understood the NPCAT Safeguarding and Child Protection Policy and the School Safeguarding and Child Protection Procedures; the NPCAT Behaviour Policy; the NPCAT Code of Conduct for Staff, the NPCAT Attendance Policy and the School Attendance Procedures that include the safeguarding response to children who go missing from education; and role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies), that can be found in Annex C of Keeping Children Safe in Education.
- Know how to raise concerns about poor or unsafe practices of staff and potential failures in the school's safeguarding regime through the NPCAT Managing Allegations of Abuse Against Staff Policy and Procedures, (including supply staff, volunteers and contractors) and to report to the Trust Head of Safeguarding where the concern is about the Headteacher.
- Know how to raise concerns about poor or unsafe practices in the school setting and potential failures in the school's safeguarding regime through the NPCAT Confidential Reporting (Whistleblowing) procedures.
- Undertake appropriate safeguarding and child protection training which is regularly updated, particularly knowing the signs and symptoms of abuse and neglect and identifying children requiring early help.
- Undertake PREVENT training to understand the duties on schools from the Counter Terrorism and Security Act 2015.
- Be aware that technology is a significant component in many safeguarding and wellbeing issues, and understand the additional risks for pupils online, and the breadth of issues that can be categorised into four main areas of risk: **content, contact, conduct, and commerce**.
- Promote the NPCAT ICT Systems Acceptable User Policy (both for pupils and staff, including governors) to protect all pupils and ensure their safety with devices whilst on school site and the consequences of any inappropriate use of the Internet.
- Remain vigilant whilst visitors are on site and continue to promote the school's commitment to keeping children safe through reminding visitors and parents of the school's appropriate use of personal mobile phones/devices whilst they are on school premises.
- Understand that the GDPR and Data Protection Act 2018 does not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe.

## 5.2 The Teacher (including Headteacher)

- 5.2.1 If a teacher or person employed or engaged to carry out teaching work in the school, must undertake mandatory reporting to the police in all cases where it is discovered that an act of Female Genital Mutilation appears to have been carried out on a pupil who is under 18 years old.

The mandatory reporting procedures say:

- It is recommended that you make a report orally by calling 101, the single non-emergency number.
  - Where there is a risk to life, or likelihood of serious immediate harm, professionals should report the case immediately to the police, including dialling 999, if appropriate.
  - In most cases, reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day.
- 5.2.2 The Teachers' Standards 2012 state that teachers (which includes Headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

## 5.3 Designated Safeguarding Lead (and deputies)

- 5.3.1 The Designated Safeguarding Lead is **Lucy Rehbohm**.
- 5.3.2 The Deputy Designated Leads are **Martin Macaulay, Joanne Nicholson and Charlie Dunning**.
- 5.3.3 As a senior member of staff from the school's senior leadership team, the activities of the Designated Safeguarding Lead can be delegated to appropriate trained deputies, however, they remain the ultimate lead responsibility for safeguarding and child protection in the school. The responsibilities of the role are listed below.
- 5.3.4 Manage referrals:
- Refer cases for early help, or suspected abuse or neglect to Middlesbrough MACH.
  - Support staff who make referrals to the MACH.
  - Refer cases to the Channel programme where there is a radicalisation concern and support staff who make a referral to the programme.

- Refer cases where a crime may have been committed to the Police, as required.
- Undertake and review risk assessments where there has been an incident of Child on Child Sexual Violence or Sexual Harassment and ensure that both the victim and the perpetrator are supported.
- Ensure children experiencing Child on Child abuse are supported in school.
- Be aware of pupils who have a social worker and disseminate information, as appropriate to staff, to ensure the educational needs of the pupil are being met and to ensure the pupil is being monitored and is kept safe.
- Keep detailed, accurate, secure written records of concerns and referrals, using an approved NPCAT recording system, such as CPOMS.
- Ensure staff are aware of the importance of the accurate recording of information, including concerns, discussions, decisions made, and reasons for those decisions, with timely actions and outcomes.

#### 5.3.5 Work with others:

- Act as a point of contact with the three safeguarding partners; the Local Authority, the Police, the Clinical Commissioning Group for the local area.
- Liaise with the Headteacher regarding issues under section 47 Children Act 1989 and police investigations.
- Understand the assessment process for providing early help and statutory intervention and making safer referrals to the local authority.
- Have a working knowledge of how local authorities conduct strategy meetings, child protection conferences and core groups, and to ensure suitably qualified staff are able to attend and contribute to these effectively when required to do so.
- Be aware of the requirement for children to have an Appropriate Adult under PACE Code C 2019.
- Inform the Trust Head of Safeguarding where there is an allegation of abuse (or low-level concern) against a member of staff, including supply staff, volunteer or contractor, and in act accordance with Part 4 of KCSIE by liaising with the local authority designated officer (LADO).
- In the event of allegations of abuse (or low-level concern) is being made against the Headteacher, ensure that the allegations are reported directly to the Trust Head of Safeguarding, and in act accordance with Part 4 of KCSIE by liaising with the local authority designated officer (LADO).
- Where an allegation about a member of staff does not meet the 'harm threshold', ensure that the Headteacher has considered invoking the procedures for responding to a low-level concern.
- As necessary, liaise with the police and children's social care where there has been an Operation Encompass report. If the school does not use Operation Encompass, to still abide by processes to support the child.
- Liaise with staff (especially pastoral staff, school nurses, IT technicians, SENDCO and mental health lead on matters of safety and safeguarding

(including online and digital safety and when deciding whether to make a referral by liaising with relevant agencies).

- Act as a source of support, advice and expertise for all staff following the five key stages of safeguarding practice: **Recognise, Respond, Refer, Record, Reflect.**
- Where required, raise professional challenge with external agencies and provide support to staff to escalate any concerns.
- Work collaboratively with the School Attendance Lead and the central trust attendance team to monitor attendance carefully and address poor or irregular attendance without delay, including children missing from education, and act in accordance with the Trust Attendance Policy and School Attendance Procedures.
- Ensure the local authority is notified of pupils who are expected to attend the school, but fail to take up the place, or are removed from roll to: leave school to be home educated, move away from the school's location, remain medically unfit beyond compulsory school age, are in custody for four months or more (and will not return to school afterwards); or are permanently excluded.
- Be aware of all school excursions and residentials and clarify with the appropriate group leader(s) their role and responsibility in connection with safeguarding/child protection during the visit.
- Be aware of pupils that are subject to Alternative Provision and Part-time provision and that there are adequate plans in place that are routinely monitored and reviewed.
- Ensure that the safeguarding arrangements at any Alternative Provision setting used by the school has been approved by the Trust Head of Safeguarding before the pupil commences their education, and that the pupil is being routinely visited by the school.
- Liaise with the Trust Business Manager to have an overview of the school's compliance with Health and Safety requirements.

#### 5.3.5 Sharing information

- Understand the importance of information sharing within the school and with the three safeguarding partners, other agencies, organisations and practitioners and the legal basis for sharing information where consent is not provided.
- Ensure staff have an understanding of confidential information sharing and that the GDPR and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe.
- To effectively share information to keep children safe, ensure that all staff are aware of the school procedure, including:

- all practitioners are confident of the processing conditions, which allow them to store, and share, the information that they need to carry out their safeguarding role. Information which is relevant to safeguarding will often be data which is considered 'special category personal data' meaning it is sensitive and personal.
- where practitioners need to share special category personal data, they should be aware that the Data Protection Act 2018 includes 'safeguarding of children and individuals at risk' as a condition that allows practitioners to share information without consent.
- information can be shared legally without consent, if a practitioner is unable to, cannot be reasonably expected to gain consent from the individual, or if to gain consent could place a child at risk.
- relevant personal information can be shared lawfully if it is to keep a child or individual at risk safe from neglect or physical, emotional or mental harm, or if it is protecting their physical, mental, or emotional well-being.

**Information will be shared using secure systems such as CPOMs or Objective Connect.**

5.3.6 Training:

- Ensure all staff undertake statutory safeguarding training, including NPCAT Keeping Children Safe in Education: Signs and Symptoms, and NPCAT Prevent training, either at the beginning of the new school year, or at the time of their appointment if mid-term.
- Undertake your own statutory and non-statutory training to provide the knowledge and skills to carry out the role, and which is updated at least every two years through the Trust training programme including the Designated Safeguarding Lead Induction/2 year verification training and the termly Designated Safeguarding Lead Refresher Training and DSL Network group. Ensure deputies are trained to the same standard.
- Undertake annual Prevent awareness training and support the school or college with regards to the requirements of the Prevent Duty and provide advice and support to staff on protecting children from the risk of radicalisation and extremism.
- Ensure that staff have access to resources about safeguarding, including safeguarding and child protection updates, for example, by emails, e-bulletins and staff meetings) and staff attend any relevant or refresher training courses.
- Refresh your own skills and knowledge (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments).

- Ensure there is a log of statutory, and any other relevant safeguarding training undertaken by all staff, and this is verified as being complete.
- In collaboration with the Trust Safeguarding Team, link with the safeguarding partners for the South Tees Safeguarding Children Partnership to make sure staff are aware of any training opportunities and the latest local policies or local safeguarding arrangements.

#### 5.3.7 Raise Awareness:

- Ensure safeguarding notices with photographic identification of the Designated Safeguarding Lead, the deputies, and any other relevant staff, including contact information for the MACH and any other relevant information, is displayed in prominent areas of the school and is visible to pupils, parents, staff and visitors.
- Ensure staff who work directly with children read at least Part One of the most recent publication of Keeping Children Safe in Education. Staff who do not work directly with children have the option to read Annex A (a condensed version of Part One). All staff must sign to say that they have read and understand the document. *The Trust mandates that all staff should also read Part 5 of Keeping Children Safe in Education, Child-on-child sexual violence and sexual harassment.*
- At the beginning of the school year, ensure that all staff, as a minimum, read and sign to say that they have read and understood the NPCAT Safeguarding and Child Protection Policy and the School Safeguarding and Child Protection Procedures; the NPCAT Behaviour Policy; the NPCAT Code of Conduct for Staff, the NPCAT Attendance Policy and the School Attendance Procedures that include the safeguarding response to children who go missing from education; and role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies), that can be found in Annex C of Keeping Children Safe in Education.
- Ensure that any newly inducted staff, or staff returning to work following the commencement of the new school year, have read and understood Part One of the most recent publication of Keeping Children Safe in Education, or Annex A, as applicable. *The Trust mandates that all staff should also read Part 5 of Keeping Children Safe in Education: Child-on-child sexual violence and sexual harassment*
- Ensure a log is retained to show that staff have signed policies and the relevant parts of the most recent publication of Keeping Children Safe in Education.
- Ensure the School Safeguarding and Child Protection Procedures are reviewed annually (as a minimum) and the procedures are implemented, updated and reviewed regularly, using the Trust template and working in collaboration with the Trust Safeguarding Team.
- Through the School Vulnerable Learners Meetings, help to promote educational outcomes by sharing the information about the welfare,

safeguarding and child protection issues that children, (including children with a social worker), are experiencing, or have experienced, with teachers and school leadership staff. This should include ensuring that the school, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children. Following discussions with DSL / DDSLs and/or SENDCo, these children may receive pastoral support in school through trained staff, e.g. Rainbows programme, or external support may be sought via Mindset, CAMHs or the Bungalow Project.

- Have an overview of the Designated Teacher role, who is appointed to promote the educational achievement of looked after children and previously looked after children, (including those subject to Special Guardianship Orders).
- Support the Designated Teacher in discussions with the Local Authority's Virtual School Headteacher to discuss how pupil premium funding will be used for looked after children that are on roll at the school.
- Liaise with the Local Authority's Virtual School Head to support those pupils who have a social worker.

#### 5.3.8 Online safety

- Ensure that the school has appropriate filtering and monitoring systems in place for online content and ensure that staff, pupils and third parties to their site follow the NPCAT ICT Systems Acceptable Users Policy.
- Understand the unique risks associated with online safety and be confident that staff have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college, for example, online safety lessons in class as part of the Computing curriculum / PSHE curriculum in addition to themed assemblies.
- Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and that staff are confident they have the capability to support SEND children to stay safe online.

#### 5.3.9 Child's Voice

- Encourage staff to adopt a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect children.
- Ensure staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful and the best way for

staff to build trusted relationships with children to facilitate communication.

- Ensure pupils who may be LGBT have a trusted adult who they can be open with to reduce the additional barriers faced by such pupils and to provide a safe space for them to speak out or share their concerns with members of staff (KCSIE, paras 202-204).

#### 5.3.10 School premises

- Ensure the school perimeter is kept safe from any unauthorised access of persons to the premises.
- Ensure the school perimeter prevents the unauthorised egress of pupils from the school site.
- Ensure there are suitable procedures in place for the signing in and out of pupils at school, outside of the starting and finishing times prescribed by the school.
- Ensure there are suitable dismissal procedures in place at the end of the school day, relevant to the age of the child.
- Where the school operates CCTV, ensure this is being routinely monitored to safeguard against any abuse of process that may put a child at risk.

#### 5.3.11 Visitors

- Ensure there is a process of identifying and recording visitors to and from the school, with visitors wearing the appropriate coloured lanyard (Green, with enhanced DBS and Red, no DBS), and that a visitor is accompanied at all times when required (**See Annex A**).
- Ensure that protocols have been followed for all guest speakers so that their views are appropriate and not an opportunity to influence others.

#### 5.3.12 Working with parents/carers

- Ensure the Trust Safeguarding and Child Protection Policy and the School Safeguarding and Child Protection Procedures are available publicly and parents/carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in carrying out this action.
- Provide opportunities for parents/carers to learn about safeguarding and have access to appropriate resources to help keep their children safe when online, including ensuring the school website includes sufficient safeguarding information and resources for pupils and parents/carers.
- Ensure that parents/carers have provided at least two emergency contacts for their child and this information is recorded on the school's ARBOR/MIS system management information system.

- Ensure that there are systems in place to alert parents/carers of any concerns, including concerns that may put children at risk within the wider school community.

#### 5.3.13 Teaching safeguarding:

- Ensure that pupils are taught about safeguarding and have access to resources for keeping themselves safe and 'recognise when they are at risk and how to get help when they need it'.
- Ensure pupils understand the law on child on child abuse is in place to protect them rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them (KCSIE para 468).
- Ensure that there is a preventative programme of Personal, Social, Health and Economic Education, Relationships Education or Relationships and Sex Education and Health Education.
- Ensure that pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.
- Children are taught about how to keep themselves and others safe, including online, and this information is presented in an age-appropriate way. This includes 'undressed' guidance from the London Grid for Learning that teaches young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders (KCSIE, para 465).
- Ensure pupils have knowledge of the practices in school to keep them safe, including the different coloured lanyards for visitors and what they should do if they have a concern.
- Children at St. Augustine's are taught and reminded regularly about how to recognise that they feel unsafe and to speak to a trusted adult in school to share their concerns.

#### 5.3.14 Child Protection File:

- When children leave the school or college (including for in-year transfers) ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENDCo or the named person with oversight for SEND in colleges, are aware, as required.
- In addition to the child protection file, consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting children who have, or have had, a social worker, or are, or have been, victims of abuse, to have that support in place for when the child arrives.

- Check that the child is on roll at the receiving school before transferring information (unless arrangements have been made in advance to transfer the file).

#### 5.3.15 Safer Recruitment:

- Ensure that leaders and governors involved in the recruitment of staff have undertaken NPCAT Safer Recruitment training (to be updated at least every two years).
- Ensure that the Single Central Record is up to date and all references, DBS checks, right to work, section 128 checks, and online searches (if required), have been verified before a person commences their employment.
- Ensure staff personal records (especially of the most newly-recruited staff member for both a teaching and non-teaching role) can demonstrate a continuum of safer recruitment practice and includes for their current role: the application form/shortlisting form/interview questions/induction record/probation record (where applicable).
- Liaise with the Trust Human Resources Central Team, to refer cases to the Disclosure and Barring Service, where a person is dismissed or has resigned their position due to causing harm or the risk of harm to a child.

#### 5.3.16 DSL availability:

- During term time be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the Designated Safeguarding Lead (or deputy) would be expected to be available in person, it will suffice to be available via phone and or Skype, or other such secure media system is acceptable.
- In collaboration with the Trust Head of Safeguarding, arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

#### 5.3.17 Governance:

- Provide termly safeguarding reports to the Governing Body.
- Ensure there is routine and planned overview of the school's safeguarding practice with the Safeguarding Link Governor, including at least a termly audit of the Single Central Record.
- Ensure that Governors have completed the Trust Safeguarding in Governance training.
- Ensure that Governors have read and understood at least Part One (or Annex A, a condensed version of Part One), and Part Two, the Management of Safeguarding. *The Trust mandates that all Governors should also read Part 5 of Keeping Children Safe in Education: Child-on-child sexual violence and sexual harassment.*
- Ensure that section 128 checks for Governors have been completed and are recorded on the Single Central Record.
- Ensure Governors have received appropriate safeguarding and child protection training at induction and at regular intervals and that the training equips them with the knowledge to provide strategic challenge to test and assure that the

safeguarding procedures in the school are effective and adopt a whole school approach to safeguarding.

- Ensure Governors have undertaken statutory training for KCSIE and PREVENT at the beginning of the school year. This should preferably be undertaken with all school staff.

#### 5.3.18 Impact and Evaluation:

- Provide staff with the opportunity to demonstrate the move from compliance of safeguarding practice and understanding the signs and symptoms; towards impact and the effectiveness of intervention to safeguard children.
- Ensure that there are suitable logs/audit trails available to demonstrate the effectiveness of safeguarding practice in school, such as minutes from staff meetings where safeguarding should be a standing agenda item, and weekly vulnerable learners meetings.
- Ensure there is a system where there is a rating as to the severity of the concern of a vulnerable learner, making use of the NPCAT Vulnerable Learners Checklist and a RAB-G rated system if necessary.
- Regularly seek the views of the school's safeguarding practice from pupils, parents/carers, staff and any other relevant stakeholders.
- Undertake regular safeguarding supervision with the Trust Safeguarding Partner that reviews actions, has an overview of current caseload, considers the management of risk in the school, the wellbeing and workload of the Designated Safeguarding Lead and deputies, curriculum and school development planning, including the progress of areas requiring action from the safeguarding audit, and any lessons learned from case management and/or the school's safeguarding practice.
- Ensure that learning lessons from safeguarding concerns about adults includes all cases (including low-level concerns) and not just those that have been substantiated.
- By having 'due regard to PREVENT' undertake an assessment of risk of children and young people being radicalised or drawn into extremism (based upon potential risks in the local area).
- In collaboration with the Trust Safeguarding Partnership, undertake a biennial quality assurance safeguarding audit.

## 5.4 Designated Teacher

5.4.1 The Designated Teacher is Lucy Rehbohm.

5.4.2 The Designated Teacher undertakes the responsibilities within the school to

promote the educational achievement of looked after and previously looked-after children on a school's roll.

5.4.3 The designated teacher will have appropriate seniority and professional experience to provide leadership, training, information, challenge and advice to others that will influence decisions about the teaching and learning needs of looked-after and previously looked-after children.

5.4.4 The designated teacher must undertake training that is appropriate to carry out this duty.

## 5.5 Safeguarding Governor

5.5.1 The Safeguarding Governor is Teresa Lyth.

5.5.2 The role of the safeguarding governor is to help ensure that safeguarding is effective and not to carry out the work of the Designated Safeguarding Lead. This means that it is not appropriate that decisions about individual cases should be reviewed by the safeguarding governor.

5.5.3 The role is specifically around strategic issues to:

- Ensure that the allocation of funding and resources is sufficient to meet the current safeguarding and child protection activity and challenge the safeguarding activity.
- Ensure the Trust safeguarding governance self-assessment tool and Designated Safeguarding Lead report demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development in the school's safeguarding practice.
- Ensure that the governing body receives training to clarify their statutory role in keeping children safe to support their quality assurance of those statutory arrangements.
- Ensure that the governing body is aware of the South Tees Safeguarding Children Partnership and the need for the school to understand their role in effective multi-agency working.

## 5.6 Chair of Governors

5.6.1 The Chair of Governors is **Peter Hawkins**.

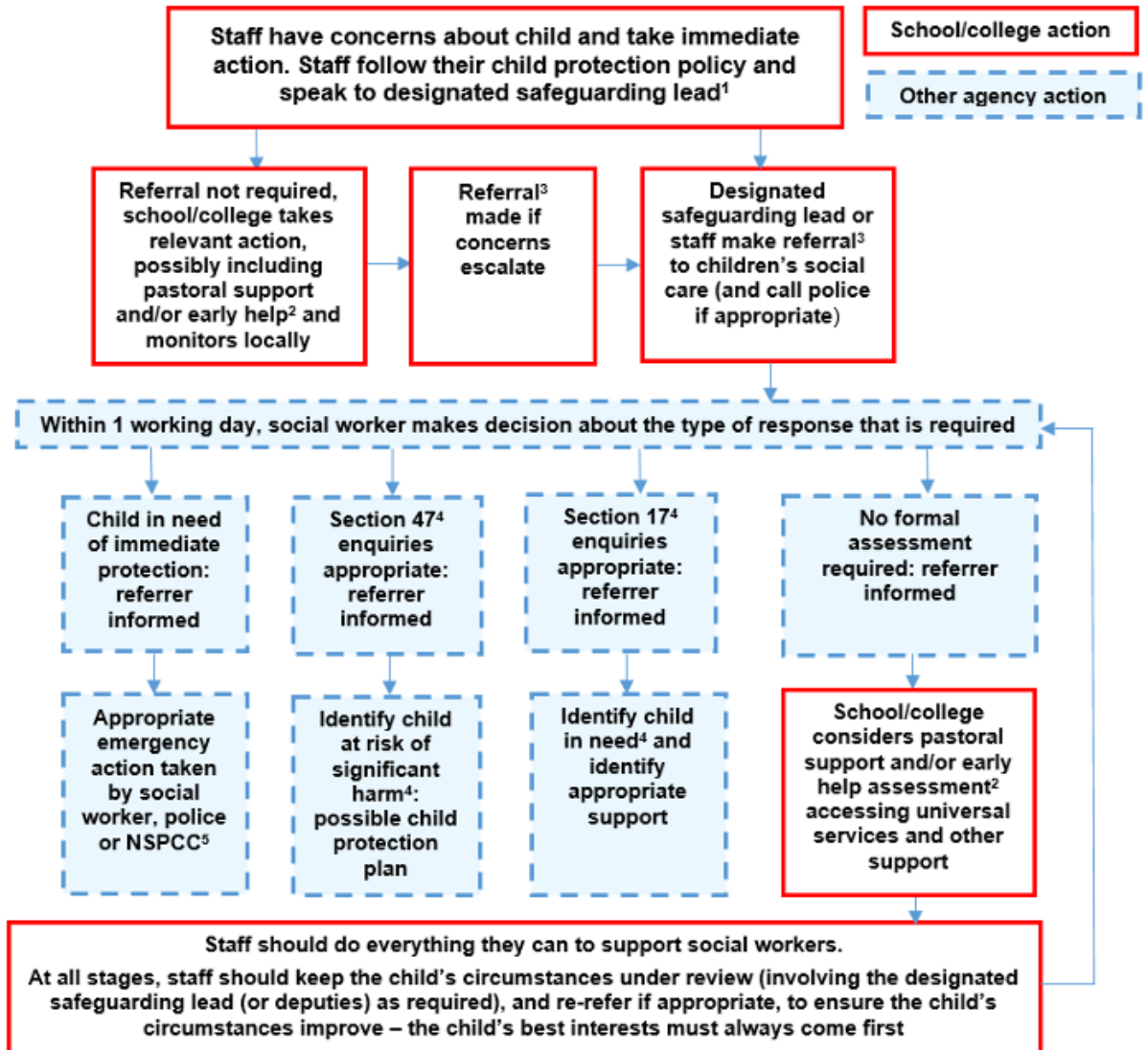
5.6.2 Being a Chair of Governors is a key role in the leadership and management of schools. To be effective, the Chair needs a good understanding of the role and its responsibilities for safeguarding by ensuring the school:

- Ensure effective whistleblowing procedures are in place.
- Ensure that the Safeguarding Governor holds the Headteacher to account on all matters involving safeguarding through effective embedding of the School Safeguarding and Child Protection Procedures and that they are being followed by the entire workforce.
- Ensure that all Governors undergo safeguarding training at induction and that they receive regular updates.
- Ensure that the school has appropriate filtering and monitoring systems in place for online content and ensure that staff, pupils and visitors to their site follow the NPCAT ICT Systems Acceptable User Policy.
- Ensure that the school has in place a curriculum where children are taught about safeguarding through Personal, Social, Health and Economic Education (PSHEE) and Relationships Education or Relationships and Sex Education.
- Ensure that a Designated Teacher is appointed to promote the educational achievement of looked after children, including working with the Local Authority's Virtual School Headteacher and discuss how pupil premium funding for looked after children will be used.

## Process

### 6.1 Actions where there are concerns about a child

#### 6.1.1 Flowchart page 22 KCSIE 2022:



6.1.2 The Data Protection Act 2018 and the General Data Protection Regulations 2018, do not prevent the sharing of information **for the purposes of keeping children safe**. This includes allowing practitioners to share information without consent, where the concern is such to cause harm to the child or has the potential to cause harm.

- 6.1.3 This is the action that must be followed by all staff in all cases where there is a Concern:
- The staff member must **ACT IMMEDIATELY** and speak to the Designated Safeguarding Lead (or deputy). If at any time the Designated Safeguarding Lead is unavailable, the staff member should speak to the deputy and if they are unavailable a member of the school leadership team, and thereafter, the Trust Safeguarding Team or children's social care. Where a staff member contacts children's social care directly, they must inform the Designated Safeguarding Lead of this action being taken, as soon as possible.
  - The staff member must record in writing the concerns, discussions and decisions made on the CPOMS. If a staff member does not have access to CPOMS they must discuss this with the Designated Safeguarding Lead.
  - The Designated Safeguarding Lead must decide what action to take and whether to make a safer referral to **Middlesbrough MACH**.
  - If the child has a social worker or early help worker, the Designated Safeguarding Lead must contact the worker.
  - The Designated Safeguarding Lead must record all discussions, decisions made and concerns on CPOMS.
  - The Designated Safeguarding Lead must notify the SENDCo where the concern involves a child that has special educational needs, requires support with a medical condition, or has disabilities that make them vulnerable and they can face additional safeguarding challenges, such as:

#### **SCHOOL REPORTING PROCEDURE: WHERE THERE ARE CONCERNS ABOUT A CHILD**

Staff must first consult with Lucy Rehbohm (DSL), Martin Macaulay (DDSL), Joanne Nicholson (DDSL) and/or Charlie Dunning (DDSL / SENDCo).

- 6.1.4 In cases which also involve a concern or an allegation of abuse against a staff member, the Designated Safeguarding Lead should notify the Trust Head of Safeguarding.
- 6.1.5 Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from coordinated early help, an early help inter-agency assessment should be arranged, otherwise, the matter should be discussed at the school vulnerable learners meeting.

## 6.2 When a child reveals abuse

- 6.2.1 There are lots of reasons why a child or young person might to tell you they are being abused, including: realising the abuse is wrong; not being able to cope with any more abuse; the abuse is getting worse; wanting to protect other children;

wanting the abuser to be punished; trusting someone enough to tell them; someone asks them directly.

- 6.2.2 It can be very hard for a child to open up about what has happened to them. They might be worried about the consequences, or that nobody will believe them. They might have told someone before and nothing was done to help them. Sometimes they might not know what is happening to them is actually abuse, and they may struggle to share what they are feeling. Some children do not reveal they are being abused for a long time. Some never tell anyone.
- 6.2.3 What to say to a child and how you respond is important. You must:
- Listen carefully to what the child is saying. Be patient and focus on what you are being told. Try not to express your own views and feelings. Try not to appear shocked or as if you do not believe the child, as it could make them stop talking and take back what they have said. (Notes should not be taken when the child is making the disclosure, however, notes should be taken without delay, after the child has spoken to you. Try to keep these as accurate as possible).
  - Let the child know they have done the right thing by telling you. Reassurance is important. If they have kept the abuse a secret it can have a big impact knowing they have shared what has happened.
  - Tell the child it is not their fault. Abuse is never a child's fault. It is important the child hears and knows this.
  - Say you will take them seriously. The child may have kept the abuse secret because they were scared nobody would believe them. Make sure they know they can trust you and that you will listen and support them.
  - Explain what you will do next. For younger children, explain that you are going to speak to someone else who will be able to help. For older children, explain you will need to report the abuse to someone who can help. If a child is in immediate danger, you or the Designated Safeguarding Lead must call the police on 999 straight away.
  - Do not confront the alleged abuser. Confronting the alleged abuser could make the situation worse for the child.
  - Report what the child has told you immediately to the Designated Safeguarding Lead (or a deputy), so the details are fresh in your mind and action can be taken quickly.
  - Record what has taken place.

#### **SCHOOL REPORTING PROCEDURE: WHEN A CHILD REVEALS ABUSE**

Staff must first consult with Lucy Rehbohm (DSL), Martin Macaulay (DDSL), Joanne Nicholson (DDSL) and/or Charlie Dunning (DDSL / SENDCo).

### 6.3 Safeguarding concerns requiring additional guidance

6.3.1 All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk. Other safeguarding issues all staff should be aware of include:

6.3.2 **Preventing radicalisation:** Children are vulnerable to extremist ideology and radicalisation. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). All staff must be alert to changes in a pupil's behaviour that could indicate they may be in need of help or protection, including:

- showing sympathy for extremist causes;
- glorifying violence, especially to other faiths or cultures;
- making remarks or comments about being at extremist events or rallies outside school;
- evidence of possessing illegal or extremist literature;
- advocating messages similar to illegal organisations or other extremist groups;
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent);
- secretive behaviour;
- online searches or sharing extremist messages or social profiles;
- intolerance of difference, including faith, culture, gender, race or sexuality;
- graffiti, art work or writing that displays extremist themes;
- attempts to impose extremist views or practices on others;
- verbalising anti-Western or anti-British views;
- advocating violence towards others.

All staff must use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include the Designated Safeguarding Lead (or deputy) making a Prevent referral. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred, to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the Channel Panel to help with this assessment.

## **SCHOOL REPORTING PROCEDURE: PREVENTING RADICALISATION**

Staff must first consult with Lucy Rehbohm (DSL), Martin Macaulay (DDSL), Joanne Nicholson (DDSL) and/or Charlie Dunning (DDSL / SENDCo).

- 6.3.3 **Child on child abuse:** It should be recognised that the behaviour in question is harmful to both the perpetrator (who is a child) and the victim. Behaviour may be intimate or non-intimate. It is essential that all staff understand the importance of challenging inappropriate behaviours between children that are actually abusive in nature. All staff must have a zero-tolerance approach to abuse. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. It is important if staff have any concerns they should speak to the Designated Safeguarding Lead (or deputy). All staff should recognise that even if there are no reported cases of child on child abuse, such abuse may still be taking place and is simply not being reported. It is more likely that girls will be victims and boys’ perpetrators, but staff should recognise that all child on child abuse is unacceptable and will be taken seriously.

#### **SCHOOL REPORTING PROCEDURE: CHILD ON CHILD ABUSE**

Staff must first consult with Lucy Rehbohm (DSL), Martin Macaulay (DDSL), Joanne Nicholson (DDSL) and/or Charlie Dunning (DDSL / SENDCo).

- 6.3.4 **Upskirting:** Is a form of child on child abuse. What may seem like harmless fun can have deeper consequences for both the victim and the perpetrator. It is a criminal offence, therefore, any incidents should be considered for reporting to the police. Anyone of any age or gender, can be a victim. The school will need to take action that supports both the victim and the perpetrator.

#### **SCHOOL REPORTING PROCEDURE: UPSKIRTING**

Staff must first consult with Lucy Rehbohm (DSL), Martin Macaulay (DDSL), Joanne Nicholson (DDSL) and/or Charlie Dunning (DDSL / SENDCo).

- 6.3.5 **Sharing nudes and semi-nudes. (formerly known as Sexting or Youth-produced sexual imagery).** When dealing with incidents of sexting, staff must not download or distribute the image. By doing so offences may be committed.

When an incident involving the sharing of nudes and semi-nudes comes to a school or college’s attention:

- The incident should be referred to the Designated Safeguarding Lead as soon as possible.

- The Designated Safeguarding Lead should hold an initial review meeting with appropriate school staff.
- There should be subsequent interviews with the young people involved (if appropriate).
- Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive.
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.
- The Designated Safeguarding Lead must notify the SENDCo where the concern involves a child that has special educational needs, requires support with a medical condition, or has disabilities that make them vulnerable and they can face additional safeguarding challenges.

#### **SCHOOL REPORTING PROCEDURE: SHARING NUDES AND SEMI-NUDES**

Staff must first consult with Lucy Rehbohm (DSL), Martin Macaulay (DDSL), Joanne Nicholson (DDSL) and/or Charlie Dunning (DDSL / SENDCo).

- 6.3.6 **Child on Child Sexual Violence and Sexual Harassment: (see Annex B)** The school's initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. All staff working with children are advised to maintain an attitude of 'it could happen here'.

When there has been a report of **sexual violence**, the Designated Safeguarding Lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of **sexual harassment**, the need for a risk assessment should be considered on a case-by-case basis.

The risk and needs assessment should consider:

- The victim, especially their protection and support;
- The alleged perpetrator; and

- All the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them;
- The Designated Safeguarding Lead will need to consider whether a crime has been committed that should be reported to the police. It is important school and college staff (and especially Designated Safeguarding Leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped or sexually assaulted in any way;
- Note that in cases of sexual violence there is legal protection of the victim's identity. Remember that this also includes sharing on social media and discussion amongst pupils in the school;
- The Designated Safeguarding Lead must notify the SENDCo where the concern involves a child that has special educational needs, requires support with a medical condition, or has disabilities that make them vulnerable and where they can face additional safeguarding challenges.

#### **SCHOOL REPORTING PROCEDURE: CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT**

Staff must first consult with Lucy Rehbohm (DSL), Martin Macaulay (DDSL), Joanne Nicholson (DDSL) and/or Charlie Dunning (DDSL / SENDCo).

- 6.3.7 **Serious Violence:** All staff should be aware of the indicators, which may signal 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 range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

#### **SCHOOL REPORTING PROCEDURE: SERIOUS VIOLENCE**

Staff must first consult with Lucy Rehbohm (DSL), Martin Macaulay (DDSL), Joanne Nicholson (DDSL) and/or Charlie Dunning (DDSL / SENDCo).

- 6.3.8 **Child Criminal Exploitation (CCE):** Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from

harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation. Children who have been exploited will need additional support to help maintain them in education. Some of the following can be indicators of CCE:

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

#### **SCHOOL REPORTING PROCEDURE: CHILD CRIMINAL EXPLOITATION**

Staff must first consult with Lucy Rehbohm (DSL), Martin Macaulay (DDSL), Joanne Nicholson (DDSL) and/or Charlie Dunning (DDSL / SENDCo).

- 6.3.9 **Child Sexual Exploitation (CSE):** CSE is a form of child sexual abuse. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship. Children who have been exploited will need additional support to help maintain them in education.

#### **SCHOOL REPORTING PROCEDURE: CHILD SEXUAL EXPLOITATION**

Staff must first consult with Lucy Rehbohm (DSL), Martin Macaulay (DDSL), Joanne Nicholson (DDSL) and/or Charlie Dunning (DDSL / SENDCo).

- 6.3.10 **County Lines:** Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or

threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

### **SCHOOL REPORTING PROCEDURE: COUNTY LINES**

Staff must first consult with Lucy Rehbohm (DSL), Martin Macaulay (DDSL), Joanne Nicholson (DDSL) and/or Charlie Dunning (DDSL / SENDCo).

- 6.3.11 **Modern Slavery and the National Referral Mechanism (NRM):** The national referral mechanism is used to identify and refer potential victims of modern slavery and make sure they receive appropriate support. The police and local authorities are a First Responder Organisation (FRO) that will assess whether a person is a victim of Modern Slavery. Only a FRO can make a referral to the NRM. Victims may not be aware that they are being trafficked or exploited, and may have consented to elements of their exploitation, or accepted their situation. Consent is required for an adult to be referred to the NRM. Child victims do not have to consent to be referred into the NRM and must first be safeguarded. If you think that modern slavery has or is taking place and is likely to cause harm to a child, the school action for reporting concerns about a child should be followed. You do not need to be certain that someone is a victim.

### **SCHOOL REPORTING PROCEDURE: MODERN SLAVERY (AND THE NRM)**

Staff must first consult with Lucy Rehbohm (DSL), Martin Macaulay (DDSL), Joanne Nicholson (DDSL) and/or Charlie Dunning (DDSL / SENDCo).

- 6.3.12 **Children Missing Education (CME):** Knowing where children are during school hours is an extremely important aspect of safeguarding practice. All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so-called 'honour'-based abuse or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. The school must ensure that pupils that are expected to attend school but fail to take up the place are referred to the local authority. All staff should be aware of their school's pupil attendance/absence reporting procedures.

### **SCHOOL REPORTING PROCEDURE: CHILDREN MISSING EDUCATION**

Staff must first consult with Lucy Rehbohm (DSL), Martin Macaulay (DDSL), Joanne Nicholson (DDSL) and/or Charlie Dunning (DDSL / SENDCo).

- 6.3.13 **Child Abduction:** Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. It is important that all staff are aware of school dismissal procedures and who the nominated person is to collect primary school-aged pupils from school. Where a member of staff has a concern, however small, this must be reported to the Designated Safeguarding Lead (or a deputy). As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers.

#### **SCHOOL REPORTING PROCEDURE: CHILD ABDUCTION**

Staff must first consult with Lucy Rehbohm (DSL), Martin Macaulay (DDSL), Joanne Nicholson (DDSL) and/or Charlie Dunning (DDSL / SENDCo).

- 6.3.14 **Community Safety Incidents:** Community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. Staff should report any concerns immediately to the Designated Safeguarding Lead (or a deputy). Where this is reported, the Designated Safeguarding Lead should take action to inform the police and/or children's social care, and ensure all parents/carers are aware. The Designated Safeguarding Lead should make any neighbouring schools aware of any reported concerns. The Trust Head of Safeguarding must be informed of any significant community safety incidents that may cause harm, or there is the likelihood of causing harm, to a child. The school should undertake a risk assessment, as required.

#### **SCHOOL REPORTING PROCEDURE: COMMUNITY SAFETY INCIDENTS**

Staff must first consult with Lucy Rehbohm (DSL), Martin Macaulay (DDSL), Joanne Nicholson (DDSL) and/or Charlie Dunning (DDSL / SENDCo).

- 6.3.15 **Children with family members in prison:** Any appropriate staff should be made aware that a child has a family member in prison. This information will be shared with the appropriate staff to ensure the child is being monitored and any necessary support can be put in place as soon as a need arises. Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor educational outcomes as well as poverty, stigma, isolation and poor mental health.

#### **SCHOOL REPORTING PROCEDURE: CHILDREN WITH FAMILY MEMBERS IN PRISON**

Staff must first consult with Lucy Rehbohm (DSL), Martin Macaulay (DDSL), Joanne Nicholson (DDSL) and/or Charlie Dunning (DDSL / SENDCo).

- 6.3.16 **Cybercrime:** Children with a particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If a staff member has a concern about a child in this area they should inform the Designated Safeguarding Lead (or a deputy), who should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

#### **SCHOOL REPORTING PROCEDURE: CYBERCRIME**

Staff must first consult with Lucy Rehbohm (DSL), Martin Macaulay (DDSL), Joanne Nicholson (DDSL) and/or Charlie Dunning (DDSL / SENDCo).

- 6.3.17 **Domestic Abuse:** Experiencing domestic abuse can have a serious impact on a child's long-term health. It is a top priority that vulnerable children and young people remain safe during this uncertain period. Types of domestic abuse may include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Children experiencing domestic abuse are victims of domestic abuse in their own right and therefore must receive support, nurture and understanding from all professionals who come into contact with them. Staff in schools are well placed to offer early intervention and support due to their safeguarding responsibilities and the pivotal role they play in children's lives.

#### **SCHOOL REPORTING PROCEDURE: DOMESTIC ABUSE**

Staff must first consult with Lucy Rehbohm (DSL), Martin Macaulay (DDSL), Joanne Nicholson (DDSL) and/or Charlie Dunning (DDSL / SENDCo).

- 6.3.18 **Female Genital Mutilation: specific legal duty on teachers:** A teacher, or other person employed or engaged to carry out teaching work at the school, discovers that FGM appears to have been carried out on a girl under 18 years old. It is possible that a teacher, perhaps assisting a young child in the toilet or changing a nappy, may see something which appears to show that FGM may have taken place.

Indications that FGM may have already taken place may include:

- difficulty walking;
- sitting or standing and may even look uncomfortable;

- spending longer than normal in the bathroom or toilet due to difficulties urinating;
- spending long periods of time away from a classroom during the day with bladder or menstrual problems;
- frequent urinary, menstrual or stomach problems;
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return;
- reluctance to undergo normal medical examinations;
- confiding in a professional without being explicit about the problem due to embarrassment or fear;
- talking about pain or discomfort between her legs.

In such circumstances, the teacher must make a report under the duty, but should not conduct any further examination of the child. So-called 'Honour'-based abuse may also be prevalent where FGM is reported:

- The teacher, or other person, speaks to the Designated Safeguarding Lead but it is the duty of the individual and not the organisation to report the matter to the police. The duty is a personal duty which requires the individual professional who becomes aware of the case to make a report; the responsibility cannot be transferred. The only exception to this is if you know that another individual from your profession has already made a report; there is no requirement to make a second.
- The teacher, or other person, contacts the police on the non-emergency number 101 within 48 hours of knowing the information. A note should be made of the action taken and a record of the police reference number as evidence that the duty to report has been complied with. Once the report has been made, the duty has been met. Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialling 999 if appropriate.
- The Designated Safeguarding Lead will decide on any further action to be taken and make a safer referral to the MACH quoting the police reference number.
- Advice must always be taken from the police or the MACH, as to whether you should contact the girl and/or her parents or guardians as appropriate to explain the report, why it is being made, and what it means. However, if you believe that telling the child/parents about the report may result in a risk of serious harm to the child or anyone else, or of the family fleeing the country, you should notify the police or the MACH and not discuss it.
- The Designated Safeguarding Lead must notify the SENDCo where the concern involves a child that has special educational needs, requires support with a medical condition, or has disabilities that make them vulnerable and they can face additional safeguarding challenges.

### SCHOOL REPORTING PROCEDURE: FEMALE GENITAL MUTILATION

Staff must first consult with Lucy Rehbohm (DSL), Martin Macaulay (DDSL), Joanne Nicholson (DDSL) and/or Charlie Dunning (DDSL / SENDCo).

- 6.3.19 **Honour-Based Abuse (HBA):** All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. All staff need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA. If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the Designated Safeguarding Lead (or a deputy). As appropriate, the Designated Safeguarding Lead (or a deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. This crime is closely associated with Female Genital Mutilation (FGM). Where FGM has taken place, the mandatory reporting duty placed on teachers must be undertaken.

### SCHOOL REPORTING PROCEDURE: HONOUR-BASED ABUSE

Staff must first consult with Lucy Rehbohm (DSL), Martin Macaulay (DDSL), Joanne Nicholson (DDSL) and/or Charlie Dunning (DDSL / SENDCo).

- 6.3.20 **Forced Marriage:** Young people, especially girls who are forced to marry, or those who fear they may be forced to marry, are frequently withdrawn from education, restricting their educational and personal development. A pupil may present with a sudden decline in their performance, aspirations or motivation. Some female pupils may feel studying is pointless if they are going to be forced to marry and therefore be unable to continue with their education. Some pupils may stop attending school or college and visits to the home by welfare officers or other members of staff may result in the professional being told that the child is out of the country. Other pupils may show a decline in punctuality, especially if they are past compulsory education age, which may be the result of having to "negotiate" their way out of the house. Some pupils, particularly girls, are given minimal time to get to school so they do not have time to meet a boyfriend or talk to friends. Staff may become aware of conflict between the pupil and their parents about whether the pupil will be allowed to continue their education. Sometimes there may be family disputes over whether the pupil can make applications to colleges or universities, and the distance of the college or university from the family home. Another warning sign might be a family history of older siblings leaving education early and marrying early. Their parents may feel it is their duty to ensure that children are married soon after puberty in order to protect them from sex outside marriage. In these cases, there may be a history of considerable absence from school which is authorised by the pupil's parents. These absences may be for sickness, or extended family holidays overseas often interrupting the school term. The school should aim to create an

“open environment” where pupils feel comfortable and safe to discuss the problems they are facing - an environment where forced marriage is discussed openly within the curriculum, and support and counselling are provided routinely. Pupils need to know that they will be listened to and their concerns taken seriously.

### **SCHOOL REPORTING PROCEDURE: FORCED MARRIAGE**

Staff must first consult with Lucy Rehbohm (DSL), Martin Macaulay (DDSL), Joanne Nicholson (DDSL) and/or Charlie Dunning (DDSL / SENDCo).

- 6.3.21 **Private Fostering:** Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence. A social worker will visit the home and the child to make sure the child is safe and being properly cared for. The social worker will do background checks and can also offer help and support. Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery. Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility. School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead should speak to the family of the child involved to check that they are aware of their duty to inform the local authority.

### **SCHOOL REPORTING PROCEDURE: PRIVATE FOSTERING**

Staff must first consult with Lucy Rehbohm (DSL), Martin Macaulay (DDSL), Joanne Nicholson (DDSL) and/or Charlie Dunning (DDSL / SENDCo).

- 6.3.22 **Homelessness:** Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The Designated Safeguarding Lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Staff should be aware of the indicators that a family may be at risk of homelessness including household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children’s social care where a child has

been harmed or is at risk of harm. In most cases, school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised 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, and will require a different level of intervention and support. Children's social care will be the lead agency for these children and the Designated Safeguarding Lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

### **SCHOOL REPORTING PROCEDURE: HOMELESSNESS**

Staff must first consult with Lucy Rehbohm (DSL), Martin Macaulay (DDSL), Joanne Nicholson (DDSL) and/or Charlie Dunning (DDSL / SENDCo).

- 6.3.23 **Mental Health:** All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour, and education. School staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. However, it is important to note that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.

### **SCHOOL REPORTING PROCEDURE: MENTAL HEALTH**

Staff must first consult with Lucy Rehbohm (DSL), Martin Macaulay (DDSL), Joanne Nicholson (DDSL) and/or Charlie Dunning (DDSL / SENDCo).

- 6.3.24 **Use of Reasonable Force:** There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children. When using reasonable force in response to risks presented by incidents involving children with special educational needs or disabilities (SEND), mental health or with medical conditions, staff should in considering the risks carefully recognise the additional vulnerability of these groups. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force. If harm, or the likelihood of harm, has been caused to a child through a staff member using reasonable force, the Trust Head of Safeguarding must be informed.

### **SCHOOL REPORTING PROCEDURE: REASONABLE FORCE**

Staff must first consult with Lucy Rehbohm (DSL), Martin Macaulay (DDSL), Joanne Nicholson (DDSL) and/or Charlie Dunning (DDSL / SENDCo).

## Legislation

- [Children Act 1989](#) provides the section 17 duty to safeguard and promote the welfare of children who are in need and provides the section 47 duty to investigate whether a child is at risk of serious harm.
- [Local Government Act 2000](#) establishes effective joint working across local authority sectors.
- [The Education Act 2002](#), [The Education \(Independent School Standards\) Regulations 2014](#) (including Academies/Free Schools) [The Education \(Non-Maintained Special Schools\) \(England\) Regulations 2011](#) sets out the standards for safeguarding functions for children and young people in all settings, which schools have a statutory duty to ensure that they meet.
- [The Children Act 2004](#) established under section 11 a duty for partner agencies to participate with the local authority in a range of safeguarding and child protection provisions.
- [Children and Social Work Act 2017](#), improves support for looked after children and care leavers, promotes the welfare and safeguarding of children, and makes provisions about the regulation of social workers.
- [Children and Families Act 2014](#) (Part 3: Children and young people with special educational needs (SEN) and disabilities) gives vulnerable children greater protection, paying special attention to those with additional needs, and also helping parents and the family as a whole.
- [Counter-Terrorism and Security Act 2015](#) The Counter-Terrorism and Security Act contains powers to help the UK respond to the threat of terrorism.

## Related Policies

- Safeguarding and Child Protection Policy
- Managing Allegations Against Staff and Volunteers (including supply staff) Policy
- Supporting Pupils with Medical Conditions Policy
- Children with Health Needs who Cannot Attend School Policy
- Attendance Policy.
- Behaviour Policy.
- Health & Safety Policy.
- Risk Management Policy.
- Remote Education (Online Learning) Policy.
- Recruitment Policy.
- Confidential Reporting (Whistleblowing Policy).
- Conduct of Staff
- Induction of New Staff Policy.

- NPCAT GDPR (General Data Protection Regulation) Policy
- ICT Systems Acceptable Use Policy
- Social Media Policy
- Digital Imaging Policy
- Media Engagement Policy

## Related Procedures

- Remote Education (Online Learning) Secondary Protocol.
- Remote Education (Online Learning) Primary Protocol.
- NPCAT GDPR (General Data Protection Regulation) Procedures
- ICT Systems Acceptable Use Procedures

## Supporting Information / Websites

- [Keeping children safe in education 2022 - GOV.UK](#) Statutory guidance for schools and colleges.
- [Working Together to Safeguard Children](#) A guide to inter-agency working to safeguard and promote the welfare of children.
- [Child abuse concerns: guide for practitioners](#) What to do if you're worried a child is being abused. Advice for practitioners.
- [What to do if a child reveals abuse](#) Report Abuse in Education helpline: The NSPCC have launched a dedicated helpline for children and young people who have experienced abuse at school, and for worried adults and professionals that need support and guidance, including for non-recent abuse. Call the NSPCC helpline, Report Abuse in Education on 0800 136 663 or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).
- [Promoting the education of looked-after children and previously looked-after children](#) Statutory guidance for local authorities.
- [The designated teacher for looked-after and previously looked-after children](#) Statutory guidance on their roles and responsibilities.
- [Revised Prevent duty guidance: for England and Wales](#) Guidance for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism.
- [Educate Against Hate - Prevent Radicalisation & Extremism](#) is a government website designed to support school teachers and leaders to help them safeguard their pupils from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.
- [Sharing nudes and semi-nudes: how to respond to an incident \(overview\)](#) This page provides a brief overview for frontline staff of how to respond to incidents where nudes and semi-nudes have been shared.
- [Upskirting: know your rights](#) Find out about upskirting and why the law has changed.

- [National Crime Agency – County Lines](#) Leading the UK's fight to cut serious and organised crime.
- [Criminal Exploitation of children and vulnerable adults: County Lines guidance](#) This guidance is primarily aimed at frontline staff who work with children, young people and potentially vulnerable adults.
- [Department for Education Child sexual exploitation](#) Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation.
- [National referral mechanism guidance: adult \(England and Wales\)](#) The National Referral Mechanism (NRM) is a framework for identifying and referring potential victims of modern slavery and ensuring they receive the appropriate support.
- [Gov.uk – Children missing education](#) Statutory guidance for local authorities and advice for other groups on helping children who are missing education get back into it.
- [Working together to improve school attendance - GOV.UK](#) Guidance for maintained schools, academies, independent schools, and local authorities.
- [Home International parental child abduction](#) Information for parents whose British child has been abducted overseas by the other parent or a relative, or who worry that this may, or has, occurred.
- [Home Office – Serious Violence Strategy, April 2018](#) The Serious Violence Strategy sets out the government's response to serious violence and recent increases in knife crime, gun crime and homicide.
- [Support for families and friends of prisoners](#) Get support and advice if you know someone in prison.
- [Cyber Choices: Helping you choose the right and legal path](#) This is a national programme coordinated by the National Crime Agency and delivered by Cyber Choices teams within Regional Organised Crime Units and Local Police Force Cyber Teams.
- [Guidance: Domestic abuse: how to get help](#) Find out how to get help if you or someone you know is a victim of domestic abuse. The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.
- [Operation Encompass](#) A police and education safeguarding partnership which enables schools to offer immediate support to children experiencing domestic abuse.
- [Female genital mutilation – GOV.UK \(www.gov.uk\)](#) These documents raise awareness of female genital mutilation (FGM) and provide advice on preventative measures. Further information is available through the FGM helpline, by email: fgmhelp@nspcc.org.uk or telephone: 0800 028 3550.
- [Statistics on so-called 'honour-based' abuse offences recorded by the police](#) This publication provides information on the number of police recorded offences which were identified as being so-called 'honour-based' abuse (HBA) related.
- [Forced marriage](#) How to protect, advise and support victims of forced marriage – information and practice guidelines for professionals. Advice is available from the Forced Marriage Unit 020 7008 0151 or email fmu@fcdo.gov.uk
- [Use of reasonable force in schools](#) Guidance about the use of physical restraint in schools for governing bodies, headteachers and school staff.
- [Your rights to housing if you're under 18](#)

- [Promoting and supporting mental health and wellbeing in schools and colleges](#) Find out what help you can get to develop a whole school or college approach to mental health and wellbeing.
- [About the Whistleblowing Advice Line](#) Support for professionals who are worried about how child protection issues are being handled in their workplace. The NSPCC runs a whistleblowing helpline on behalf of the government, the number is 0808 800 5000.
- [PACE Code C 2019 \(accessible\) - GOV.UK](#) The code of practice for the detention, treatment and questioning of persons by police officers.

## Contacts

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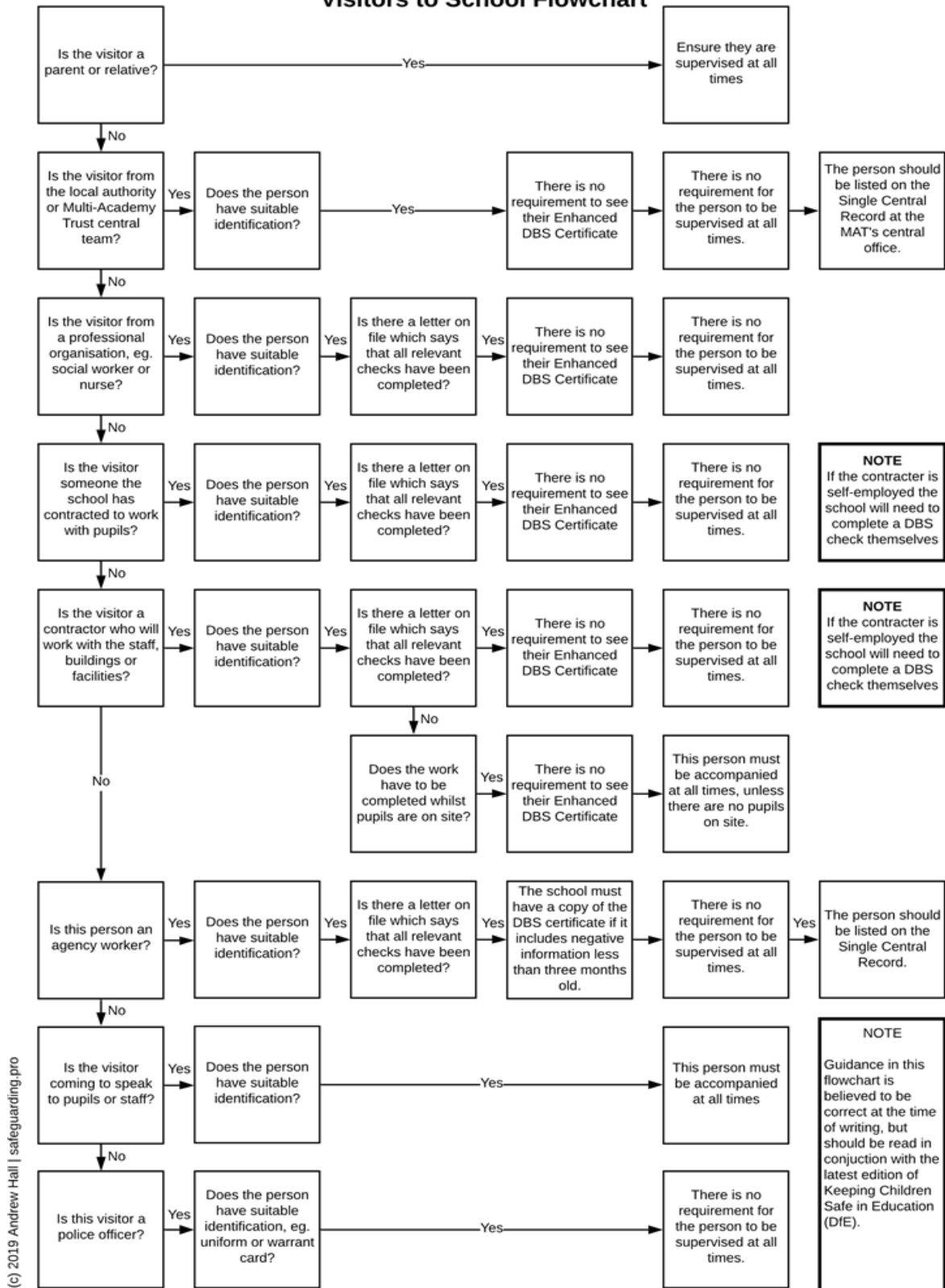
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### Visitors to School Flowchart



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

**REPORT RECEIVED**  
(from the victim or third-party)  
[Onsite, offsite or online]

**Definitions**  
**Sexual Violence**  
Rape  
Assault by penetration  
Sexual assault  
  
**Sexual Harassment**  
Unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment

**Victim reassured**

- taken seriously and kept safe; and never be given an impression they are creating a problem
- confidentiality not promised
- listen to victim, non-judgementally
- record the disclosure (facts as reported)
- two staff present (one being the DSL, or reported to DSL as soon as possible)
- victim sensitively informed about referral to other agencies
- if victim does not give consent to share, staff may still lawfully share in order to protect child from harm and to promote the welfare of children (see 'Sexual Violence and Sexual Harassment' paragraph 62)
- parents of victim informed, unless this would put victim at greater risk.

**Anonymity**  
Note that in cases of sexual violence there is legal protection of the victim's identity. Remember that this also includes sharing on social media and discussion amongst pupils in the school.

**Record-keeping**  
Remember, to record all concerns, discussions, decisions and reasons for decisions.

**Considerations**  
(Sexual Violence, Sexual Harassment and Harmful Sexual Behaviours)  
Immediately: Consider how to support the victim and the alleged perpetrator

- wishes of the victim
- nature of the alleged incident
- ages of the children
- development stage of the child
- any power imbalance
- one-off, or part of a pattern of behaviour
- any ongoing risks to victim or others
- other related issues and wider context (eg. CSE)

**MANAGE INTERNALLY**  
One-off incidents which the school believes that the child(ren) are not in need of early help or statutory intervention, which would be appropriate to deal with internally under the school's behaviour policy or anti-bullying policy.

**EARLY HELP**  
Non-violent Harmful Sexual Behaviours (see Harmful Sexual Behaviours Framework (NSPCC))

**REFER TO SOCIAL CARE**  
**All incidents where a child has been harmed, is at risk of harm or is in immediate danger.**  
  
Social Care staff will decide next steps. Be ready to escalate if necessary.

**REFER TO POLICE**  
**All incidents of rape, assault by penetration or sexual assault.**  
(incl. if perpetrator is 10 or under)  
Discuss next steps with police, for example, disclosing information to other staff, informing alleged perpetrator and their parents.

**RISK ASSESSMENT**  
Case-by-case basis  
(for details see paragraphs 69 and 70  
*Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2021)*)

**RISK ASSESSMENT**  
Immediately  
  
Do not wait for outcome of referral before protecting victim.  
  
Emphasis on victim being able to continue normal routines.  
  
Alleged perpetrator removed from any classes with victim (also consider shared spaces and journey to/from school)  
[Not a judgement of guilt]

**SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR**  
(see separate page)

**SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR**  
(see separate page)

**DISCIPLINARY MEASURES TAKEN**  
(see school's Behaviour Policy/Anti-bullying Policy)

**DISCIPLINARY MEASURES TAKEN**  
(may be undertaken based on balance of probabilities, unless prejudicial or unreasonable)

**CRIMINAL PROCESS ENDS**

- ▶ **Conviction or Caution:** follow behaviour policy, consider Permanent Exclusion. If pupil remains in school, make clear expectations; keep victim and perpetrator apart. Consider victim's wishes.
- ▶ **Not Guilty:** Support victim and alleged perpetrator
- ▶ **No Further Action:** Support victim and alleged perpetrator

**Ensure actions do not jeopardise the investigation**  
School to work closely with police and/or other agencies

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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