



St Wilfrid's C.E. Primary School

Child Protection and Safeguarding Policy

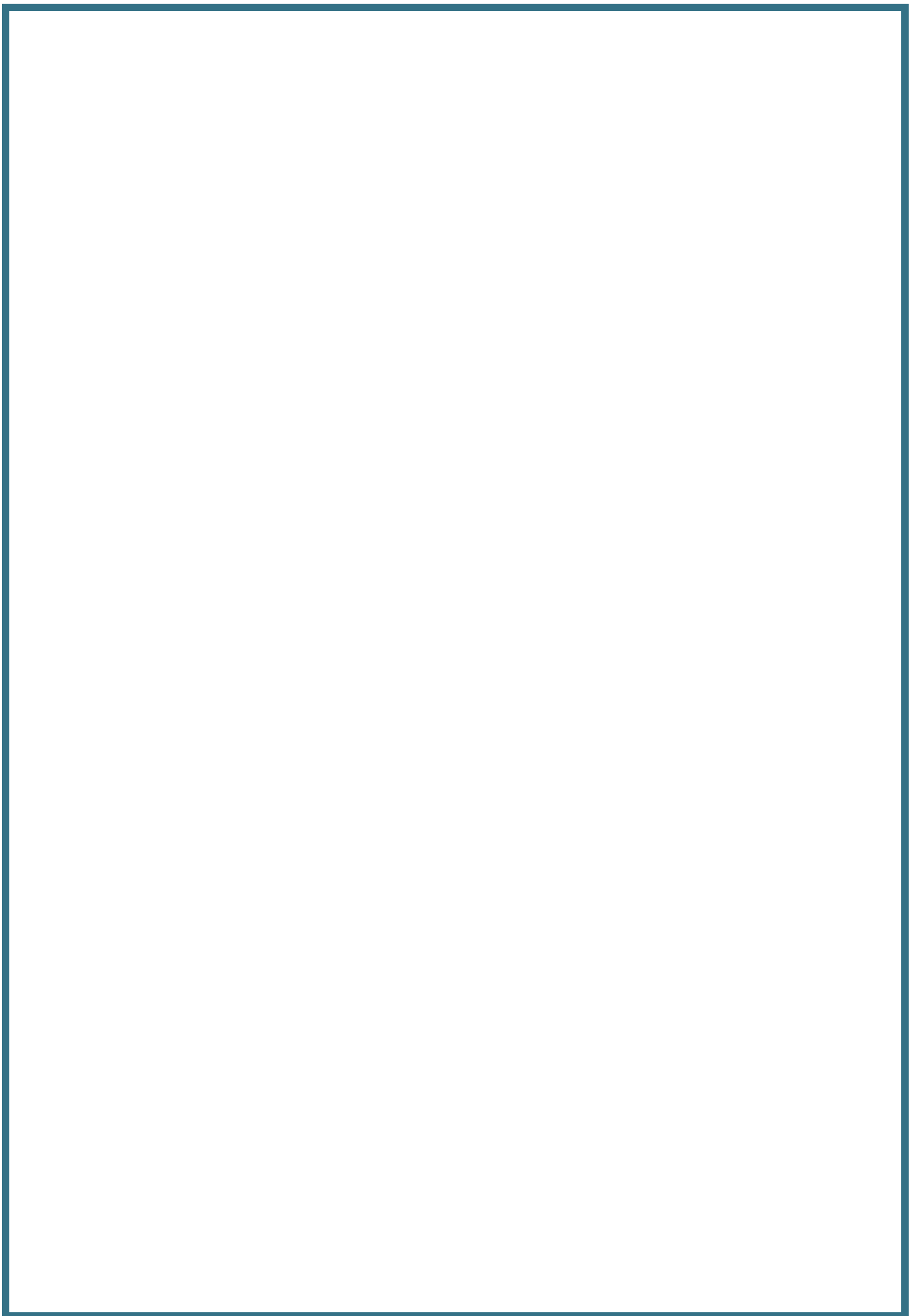
Working together as one

with God all things are possible

Matthew 19:26

Last reviewed on:	7/10/20
Next review due by:	7/10/21 (annually)

Last updated: 29 September 2020



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Statement of intent

St Wilfrid's C.E. Primary School is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken, particularly in light of the COVID pandemic.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Teaching pupils how to keep safe and recognise behaviour that is unacceptable.
- Keeping children safe in the school environment, and through distance learning periods, in light of the COVID pandemic.
- Identifying and making provision for any pupil that has been subject to abuse.
- Ensuring that members of the governing body, the headteacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse and know to refer concerns to the DSL.
- Ensuring that the headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The DSL is: Mrs Sarah Brereton. In the absence of the DSL, child protection matters will be dealt with by Mrs Sarah Clarke (Deputy DSL) and Mrs Karen Harrison (Senior Safeguarding Team).

Definitions

- 1.1 The terms “**children**” and “**child**” refer to anyone under the age of 18.
- 1.2 For the purposes of this policy, “safeguarding and protecting the welfare of children” is defined as:
 - Protecting pupils from maltreatment.
 - Preventing the impairment of pupils’ health or development.
 - Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
 - Taking action to enable all pupils to have the best outcomes.
- 1.3 For the purposes of this policy, the term “**harmful sexual behaviour**” includes, but is not limited to, the following actions:
 - Using sexually explicit words and phrases
 - Inappropriate touching
 - Sexual violence or threats
 - Full penetrative sex with other children or adults
- 1.4 In accordance with the DfE’s guidance, ‘Sexual violence and sexual harassment between children in schools and colleges’ (2018), and for the purposes of this policy, the term “**sexual harassment**” is used within this policy to describe any unwanted conduct of a sexual nature, both online or offline, which violates a child’s dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment.
- 1.5 For the purpose of this policy, the term “**sexual violence**” encompasses the definitions provided in the Sexual Offences Act 2003, including those pertaining to rape, assault by penetration and sexual assault.
- 1.6 For the purposes of this policy, “**upskirting**” refers to the act of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks (with or without clothing). Despite the name, anyone (including both pupils and teachers), and any gender, can be a victim of upskirting.
- 1.7 The term “**teaching role**” is defined as planning and preparing lessons and courses for pupils; delivering lessons to pupils; assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils. These activities are not teaching work if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the headteacher to provide such direction and supervision.

Legal framework

1.8 This policy has been created with due regard to all relevant legislation including, but not limited to, the following:

Legislation

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019

Statutory guidance

- HM Government (2013) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- DfE (2019) 'Keeping children safe in education'
- DfE (2018) 'Disqualification under the Childcare Act 2006'

Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- DfE (2017) 'Child sexual exploitation'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'

1.9 Other relevant school policies include:

- Child Sexual Exploitation (CSE) Policy
- Children Missing Education Policy
- Extremism and Anti-Radicalisation Policy
- Allegations of Abuse Against Staff Policy
- Behavioural Policy
- Staff Code of Conduct
- Data Protection Policy
- Whistleblowing Policy
- Anti-Bullying Policy
- Exclusion Policy
- E-Safety Policy
- Personal Electronic Devices Policy

- Data and E-Security Breach Prevention and Management Plan

Roles and responsibilities

1.10 The governing body has a duty to:

- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children'.
- Confirm that the school's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the school's policies and procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- Ensure that staff members have due regard to relevant data protection principles which allow them to share personal information.
- Ensure that a member of the governing body is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the headteacher or another governor.
- Guarantee that there are effective child protection policies and procedures in place together with a Staff Code of Conduct.
- Ensure that there is a senior board level lead responsible for safeguarding arrangements.
- Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description.
- Appoint one or more deputy DSL(s) to provide support to the DSL and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job description(s).
- Ensure all relevant persons are aware of the school's local safeguarding arrangements, including the governing body itself, the SLT and DSL.
- Make sure that pupils are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities by conducting preemployment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff members are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+.
- Guarantee that volunteers are appropriately supervised.

- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.
- Certify that there are procedures in place to handle allegations against members of staff or volunteers.
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
- Make sure that pupils' wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual pupils.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the virtual school head to discuss how the pupil premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regards to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risk of their disappearance in future.
- Ensure that all members of the governing body have been subject to an enhanced DBS check.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.

1.11 The headteacher has a duty to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession.

- Ensure that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Provide staff, upon induction, with the Child Protection and Safeguarding Policy, Staff Code of Conduct, part one of the 'Keeping children safe in education' (KCSIE) guidance, Behavioural Policy, the Children Missing from Education Policy, online safety training, and the identity of the DSL and any deputies.

1.12 The DSL (Headteacher) has a duty to:

- Understand and keep up-to-date with local safeguarding arrangements.
- Act as the main point of contact with the three safeguarding partners.
- Make the necessary child protection referrals to appropriate agencies.
- Liaise with the headteacher to inform them of safeguarding issues and ongoing enquiries.
- Liaise with the deputy DSL(s) to ensure effective safeguarding outcomes.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Support staff members in liaising with other agencies and setting up inter-agency assessment where early help is deemed appropriate.
- Keep cases of early help under constant review and refer them to the CSCS if the situation does not appear to be improving.
- Have a working knowledge of how LAs conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Be alert to the specific requirements of children in need, including those with SEND and young carers.
- Keep detailed, accurate and secure records of concerns and referrals.
- Secure access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Work with the governing body to ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Link with local safeguarding arrangements to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.
- Ensure that a pupil's child protection file is copied when transferring to a new school.

- Be available at all times during school hours to discuss any safeguarding concerns. NB. The school will determine what “available” means, e.g. it may be appropriate to be accessible by electronic means such as phone or Skype.
- Hold the details of the LA personal advisor and liaise with them as necessary.

1.13 The designated teacher has a responsibility for promoting the educational achievement of LAC and previously LAC, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

1.14 Other staff members have a responsibility to:

- Safeguard pupils’ wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which pupils can learn.
- Act in accordance with school procedures with the aim of eliminating unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
- Maintain an attitude of ‘it could happen here’ where safeguarding is concerned.
- Be aware of the signs of abuse and neglect.
- Be aware of the early help process and understand their role in it.
- Act as the lead professional in undertaking an early help assessment, where necessary.
- Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Be confident of the processing conditions under relevant data protection legislation, including information which is sensitive and personal, and information that should be treated as special category data.
- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.
- Follow the school’s procedure for, and approach to, preventing radicalisation as outlined in the Extremism and Anti-Radicalisation Policy.
- Challenge senior leaders over any safeguarding concerns, where necessary.

Inter-agency working

- 1.15 The school contributes to inter-agency working as part of its statutory duty.
- 1.16 The school is aware of and will follow the local safeguarding arrangements.
- 1.17 The school will work with CSCS, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to inter-agency plans to provide additional support.
- 1.18 Where a need for early help is identified, the school will allow access for CSCS from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.
- 1.19 The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.
- 1.20 Considering 4.3, staff members are aware that whilst the GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.
- 1.21 Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils.
- 1.22 If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL.
- 1.23 The school also recognises the particular importance of inter-agency working in identifying and preventing child sexual exploitation (CSE).

Abuse and neglect

- 1.24 All members of staff will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be given a specific label and multiple issues often overlap one another.
- 1.25 All staff members will be aware of the indicators of abuse and the appropriate action to take following a pupil being identified as at potential risk of abuse or neglect.
- 1.26 When identifying pupils at risk of potential harm, staff members will look out for a number of indicators including, but not limited to, the following:
 - Injuries in unusual places, such as bite marks on the neck, that are also inconsistent with their age
 - Lack of concentration and acting withdrawn
 - Knowledge ahead of their age, e.g. sexual knowledge.
 - Use of explicit language
 - Fear of abandonment
 - Depression and low self-esteem
- 1.27 All members of staff will be aware of the indicators of peer-on-peer abuse, such as those in relation to bullying, gender-based violence, sexual assaults and sexting.

- 1.28 All staff will be aware of the necessary procedures to follow to prevent peer-on-peer abuse, as outlined in [section 28](#) of this policy.
- 1.29 All staff will be aware of the behaviours linked to drug taking, alcohol abuse, truancy and sexting, and will understand that these put pupils in danger.
- 1.30 Staff members will be aware of the effects of a pupil witnessing an incident of abuse, such as witnessing domestic violence at home.

Types of abuse and neglect

- 1.31 **Abuse:** A form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them or, more rarely, by others, e.g. via the internet.
- 1.32 **Physical abuse:** A form of abuse which may involve actions such as hitting, throwing, burning, drowning and poisoning, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.
- 1.33 **Emotional abuse:** A form of abuse which involves the emotional maltreatment of a child to cause severe and adverse effects on the child's emotional development. This may involve telling a child they are worthless, unloved, inadequate, not giving them the opportunities to express their views, deliberately silencing them, or often making them feel as though they are in danger.
- 1.34 **Sexual abuse:** A form of abuse which involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, and whether or not the child is aware of what is happening. This may involve physical assault, such as penetrative assault and touching, or non-penetrative actions, such as looking at sexual images or encouraging children to behave in inappropriate ways.
- 1.35 **Neglect:** A form of abuse which involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve providing inadequate food, clothing or shelter, or the inability to protect a child from physical or emotional harm or ensure access to appropriate medical treatment.

FGM

- 1.36 For the purpose of this policy, FGM is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs.
- 1.37 FGM is considered a form of abuse in the UK and is illegal.
- 1.38 All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with social care and/or the police.
- 1.39 Teaching staff are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action.

NB. The above does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

- 1.40 There are a range of potential indicators that a pupil may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the pupil.
- 1.41 Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.
- 1.42 Indicators that may show a heightened risk of FGM include the following:
- The socio-economic position of the family and their level of integration into UK society
 - Any girl with a mother or sister who has been subjected to FGM
 - Any girl withdrawn from PSHE
- 1.43 Indicators that may show FGM could take place soon include the following:
- When a female family elder is visiting from a country of origin
 - A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'
 - A girl may request help from a teacher if she is aware or suspects that she is at immediate risk
 - A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent
- 1.44 Staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.
- 1.45 Indicators that FGM may have already taken place include the following:
- Difficulty walking, sitting or standing
 - Spending longer than normal in the bathroom or toilet
 - Spending long periods of time away from a classroom during the day with bladder or menstrual problems
 - Prolonged or repeated absences from school followed by withdrawal or depression
 - Reluctance to undergo normal medical examinations
 - Asking for help, but not being explicit about the problem due to embarrassment or fear
- 1.46 Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they will report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSCS as appropriate.
- 1.47 FGM is also included in the definition of 'honour-based' violence (HBV), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.
- 1.48 All forms of HBV are forms of abuse and will be treated and escalated as such.

- 1.49 Staff will be alert to the signs of HBV, including concerns that a child is at risk of HBV, or has already suffered from HBV, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

Forced marriage

- 1.50 For the purpose of this policy, a “**forced marriage**” is defined as a marriage that is 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 the marriage. Forced marriage is classed as a crime in the UK.
- 1.51 As part of HBV, staff will be alert to the signs of forced marriage including, but not limited to, the following:
- Becoming anxious, depressed and emotionally withdrawn with low self-esteem
 - Showing signs of mental health disorders and behaviours such as self-harm or anorexia
 - Displaying a sudden decline in their educational performance, aspirations or motivation
 - Regularly being absent from school
 - Displaying a decline in punctuality
 - An obvious family history of older siblings leaving education early and marrying early
- 1.52 If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit.

Child sexual exploitation (CSE)

- 1.53 For the purpose of this policy, “**child sexual exploitation**” is defined as: a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity, for either, or both, of the following reasons:
- In exchange for something the victim needs or wants
 - For the financial advantage or increased status of the perpetrator or facilitator
- 1.54 CSE does not always involve physical contact, as it can also occur online. It is also important to note that a child can be sexually exploited even if the sexual activity appears consensual.
- 1.55 The school has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

Identifying cases

1.56 School staff members are aware of and look for the key indicators of CSE; these are as follows:

- Going missing for periods of time or regularly going home late
- Regularly missing lessons
- Appearing with unexplained gifts and new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Undergoing mood swings or drastic changes in emotional wellbeing
- Displaying inappropriate sexualised behaviour
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying changes in emotional wellbeing
- Misusing drugs or alcohol

Referring cases

1.57 Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.

Support

1.58 The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

Homelessness

1.59 The DSL and deputy(s) will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

1.60 Indicators that a family may be at risk of homelessness include the following:

- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour
- Any mention of a family moving home because “they have to”

1.61 Referrals to the Local Housing Authority do not replace referrals to CSCS where a child is being harmed or at risk of harm.

1.62 For 16- and 17-year-olds, homelessness may not be family-based and referrals to CSCS will be made as necessary where concerns are raised.

County lines criminal activity

1.63 For the purpose of this policy, “**County lines criminal activity**” refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns.

1.64 Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs.

- 1.65 Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL.
- 1.66 The DSL will consider referral to the National Referral Mechanism on a case-by-case basis.
- 1.67 Indicators that a pupil may be involved in county lines active include the following:
- Persistently going missing or being found out of their usual area
 - Unexplained acquisition of money, clothes or mobile phones
 - Excessive receipt of texts or phone calls
 - Relationships with controlling or older individuals or groups
 - Leaving home without explanation
 - Evidence of physical injury or assault that cannot be explained
 - Carrying weapons
 - Sudden decline in school results
 - Becoming isolated from peers or social networks
 - Self-harm or significant changes in mental state
 - Parental reports of concern

Serious violence

- 1.68 Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to, the following:
- Increased absence from school
 - A change in friendships
 - New relationships with older individuals or groups
 - A significant decline in academic performance
 - Signs of self-harm
 - A significant change in wellbeing
 - Signs of assault
 - Unexplained injuries
 - Unexplained gifts or new possessions
- 1.69 Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violent crime. These risk factors include, but are not limited to, the following:
- A history of committing offences
 - Substance abuse
 - Anti-social behaviour
 - Truancy
 - Peers involved in crime and/or anti-social behaviour
- 1.70 Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

Pupils with family members in prison

- 1.71 Pupils with a family member in prison will be offered pastoral support as necessary.
- 1.72 They will receive a copy of '[Are you a young person with a family member in prison](#)' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

Pupils required to give evidence in court

- 1.73 Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.
- 1.74 Pupils will also be provided with the booklet '[Going to Court](#)' from HM Courts and Tribunals Service (HMCTS) where appropriate and allowed the opportunity to discuss questions and concerns.

Contextual safeguarding

- 1.75 Safeguarding incidents can occur outside of school and can be associated with outside factors. School staff, particularly the DSL and their deputy(s), will always consider the context of incidents – this is known as contextual safeguarding.
- 1.76 Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare.
- 1.77 The school will provide as much contextual information as possible when making referrals to CSCS.

Preventing radicalisation

- 1.78 For the purpose of this policy, "**radicalisation**" refers to the process by which a person comes to support terrorism and extremist ideologies.
- 1.79 Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties.
- 1.80 The school will actively assess the risk of pupils being drawn into terrorism.
- 1.81 Staff will be alert to changes in pupils' behaviour which could indicate that they may be in need of help or protection.
- 1.82 Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include making a referral to the Channel programme. The school will work with local safeguarding arrangements as appropriate.
- 1.83 The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms.
- 1.84 Any concerns over radicalisation will be discussed with a child's parents, unless the school has reason to believe that the child would be placed at risk as a result.

Training

- 1.85 The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

Risk indicators of vulnerable pupils

- 1.86 Indicators of an identity crisis include the following:
- Distancing themselves from their cultural/religious heritage
 - Uncomfortable with their place in society
- 1.87 Indicators of a personal crisis include the following:
- Family tensions
 - A sense of isolation
 - Low self-esteem
 - Disassociation from existing friendship groups
 - Searching for answers to questions about identity, faith and belonging
- 1.88 Indicators of vulnerability through personal circumstances includes the following:
- Migration
 - Local community tensions
 - Events affecting their country or region of origin
 - Alienation from UK values
 - A sense of grievance triggered by personal experience of racism or discrimination
- 1.89 Indicators of vulnerability through unmet aspirations include the following:
- Perceptions of injustice
 - Feelings of failure
 - Rejection of civic life
 - Indicators of vulnerability through criminality:
 - Experiences of dealing with the police
 - Involvement with criminal groups

Making a judgement

- 1.90 When making a judgement, staff will ask themselves the following questions:
- Does the pupil have access to extremist influences?
 - Does the pupil access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting such groups covertly using Skype)?
 - Is there a reason to believe that the pupil has been, or is likely to be, involved with extremist organisations?
 - Is the pupil known to have possessed, or be actively seeking, extremist literature/other media likely to incite racial or religious hatred?
 - Does the pupil sympathise with or support illegal/illicit groups?
 - Does the pupil support groups with links to extremist activity?
 - Has the pupil encountered peer, social, family or faith group rejection?

- Is there evidence of extremist ideological, political or religious influence on the pupil?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the pupil?
- Has there been a significant shift in the pupil's outward appearance that suggests a new social, political or religious influence?
- Has the pupil come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the pupil vocally support terrorist attacks, either verbally or in their written work?
- Has the pupil witnessed or been the victim of racial or religious hate crimes?
- Is there a pattern of regular or extended travel within the UK?
- Has the pupil travelled for extended periods of time to international locations?
- Has the pupil employed any methods to disguise their identity?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil the victim of social isolation?
- Does the pupil demonstrate a simplistic or flawed understanding of religion or politics?
- Is the pupil a foreign national or refugee, or awaiting a decision on their/their family's immigration status?
- Does the pupil have insecure, conflicted or absent family relationships?
- Has the pupil experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the pupil's life has extremist views or sympathies?

1.91 Critical indicators include where the pupil is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

1.92 Any member of staff who identifies such concerns, because of observed behaviour or reports of conversations, will report these to the DSL.

1.93 The DSL will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance.

Channel programme

- 1.94 Safeguarding children is a key role for both the school and the LA, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable pupil is at risk of being involved in terrorist activities.
- 1.95 In cases where the school believes a pupil is potentially at serious risk of being radicalised, the headteacher or DSL will contact the Channel programme.
- 1.96 The DSL will also support any staff making referrals to the Channel programme.
- 1.97 The Channel programme ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist-related activity.
- 1.98 The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from the school.
- 1.99 The delivery of the Channel programme may often overlap with the implementation of the LA's or school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from CSCS, or where the individual is already known to CSCS.

Extremist speakers

- 1.100 The Guest Speaker Policy will prevent speakers who may promote extremist views from using the school premises.

Building children's resilience

- 1.101 The school will:
- Provide a safe environment for debating controversial issues.
 - Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.
 - Allow pupils time to explore sensitive and controversial issues.
 - Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
 - Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
 - Teach pupils about how democracy, government and law making/enforcement occur.
 - Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

Resources

- 1.102 The school will utilise the following resources when preventing radicalisation:
- Local safeguarding arrangements
 - Local police (contacted via 101 for non-emergencies)
 - The DfE's dedicated helpline (020 7340 7264)

- The Channel awareness programme
- The [Educate Against Hate](#) website

A child missing from education

- 1.103 A child going missing from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation.
- 1.104 Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures, in accordance with the Children Missing Education Policy.
- 1.105 The school will inform the LA of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

Admissions register

- 1.106 Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending.
- 1.107 The school will notify the LA within five days of when a pupil's name is added to the admissions register.
- 1.108 The school will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur.
- 1.109 Two emergency contact details will be held for each pupil where possible.
- 1.110 Staff will monitor pupils who do not attend the school on the agreed date and will notify the LA at the earliest opportunity.
- 1.111 If a parent notifies the school that their child will live at a different address, the school will record the following information on the admissions register:
- The full name of the parent with whom the pupil will live
 - The new address
 - The date from when the pupil will live at that address
- 1.112 If a parent notifies the school that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:
- The name of the new school
 - The date on which the pupil first attended, or is due to attend, that school
- 1.113 Where a pupil moves to a new school, the school will use a secure internet system to securely transfer pupils' data.
- 1.114 To ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:

- Have been taken out of the school by their parents, and are being educated outside the national education system, e.g. home education.
 - Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
 - Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and their parent has not indicated the intention to the pupil continuing to attend school after ceasing to be of compulsory school age.
 - Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
 - Have been permanently excluded.
- 1.115 The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.
- 1.116 If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:
- The full name of the pupil
 - The full name and address of any parent with whom the pupil lives
 - At least one telephone number of the parent with whom the pupil lives
 - The full name and address of the parent with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
 - The name of the pupil's new school and the pupil's expected start date there, if applicable
 - The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)
- 1.117 The school will work with the LA to establish methods of making returns for pupils back into the school.
- 1.118 The school will highlight to the LA where they have been unable to obtain necessary information from parents, e.g. where an address is unknown.
- 1.119 The school will also highlight any other necessary contextual information including safeguarding concerns

Pupils with SEND

- 1.120 The school recognises that pupils with SEND can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in this group of pupils.
- 1.121 Staff will be aware of the following:
- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a child's indicators relate only to their disability
 - Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs

- Communication barriers may exist, as well as difficulties in overcoming these barriers
- 1.122 When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.
- 1.123 When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school's SENCO – Miss Newton, as well as the pupil's family where appropriate, to ensure that the pupil's needs are effectively met.

Alternative provision

- 1.124 The school will remain responsible for a pupil's welfare during their time at an alternative provider.
- 1.125 When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

Work experience

- 1.126 When a pupil is sent on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place.
- 1.127 Where the school has pupils conduct work experience at the school, an enhanced DBS check will be obtained if the pupil is over the age of 16.

Homestay exchange visits

School-arranged homestays in UK

- 1.128 Where the school is arranging for a visiting child to be provided with care and accommodation in the UK in the home of a family to which the child is not related, the responsible adults are considered to be in regulated activity for the period of the stay.
- 1.129 In such cases, the school is the regulated activity provider; therefore, the school will obtain all the necessary information required, including a DBS enhanced certificate with barred list information, to inform its assessment of the suitability of the responsible adults.
- 1.130 Where criminal record information is disclosed, the school will consider, alongside all other information, whether the adult is a suitable host.
- 1.131 In addition to the responsible adults, the school will consider whether a DBS enhanced certificate should be obtained for anyone else aged over 16 in the household.

School-arranged homestays abroad

- 1.132 The school will liaise with partner schools to discuss and agree the arrangements in place for the visit.
- 1.133 The school will consider, on a case-by-case basis, whether to contact the relevant foreign embassy or High Commission of the country in question to ascertain what checks may be possible in respect of those providing homestay outside of the UK.
- 1.134 The school will use its professional judgement to assess whether the arrangements are appropriate and sufficient to safeguard every child involved in the exchange.

- 1.135 Pupils will be provided with emergency contact details to use where an emergency occurs or a situation arises that makes them feel uncomfortable.

Privately arranged homestays

- 1.136 Where a parent or pupil arranges their own homestay, this is a private arrangement and the school is not the regulated activity provider.

Private fostering

- 1.137 Where the school becomes aware of a pupil being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks.

Concerns about a pupil

- 1.138 If a member of staff has any concern about a child's welfare, they will act on them immediately by speaking to the DSL or a deputy.
- 1.139 All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing, as outlined in [section 28](#) of this policy.
- 1.140 Where the DSL is not available to discuss the concern with, staff members will contact the deputy DSL with the matter.
- 1.141 If a referral is made about a child by anyone other than the DSL, the DSL will be informed as soon as possible.
- 1.142 The LA will make a decision regarding what action is required within one working day of the referral being made and will notify the referrer.
- 1.143 Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the pupil.
- 1.144 If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.
- 1.145 If early help is appropriate, the case will be kept under constant review. If the pupil's situation does not improve, a referral will be considered.
- 1.146 All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing by the DSL and kept securely in a locked cabinet in the headteachers office and recorded on CPOMS.
- 1.147 If a pupil is in immediate danger, a referral will be made to CSCS and/or the police immediately.
- 1.148 If a pupil has committed a crime, such as sexual violence, the police will be notified without delay.
- 1.149 Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views.
- 1.150 When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the pupil feels like they are being listened to and believed.

1.151 An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

Early help

1.152 Early help means providing support as soon as a problem emerges, at any point in a child's life.

1.153 Any pupil may benefit from early help, but in particular staff will be alert to the potential need for early help for pupils who:

- Have SEND (whether or not they have a statutory EHC plan).
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- Are frequently missing/going missing from care or from home.
- Misuse drugs or alcohol.
- Are at risk of modern slavery, trafficking or exploitation.
- Are in a family circumstance presenting challenges such as substance abuse, adult mental health problems or domestic abuse.
- Are returned home to their family from care.
- Show early signs of abuse and/or neglect.
- Are at risk of being radicalised or exploited.
- Are privately fostered.

1.154 Early help will also be used to address non-violent harmful sexual behaviour to prevent escalation.

1.155 All staff will be made aware of the local early help process and understand their role in it.

1.156 The DSL will take the lead where early help is appropriate.

Managing referrals

1.157 The reporting and referral process outlined in [Appendix B](#) will be followed accordingly.

1.158 All staff members, in particular the DSL, will be aware of the LA's arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed.

1.159 When making a referral to CSCS or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.

1.160 The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved.

1.161 The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

- 1.162 Where a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. **Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.**
- 1.163 The school will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by CSCS.
- 1.164 Where CSCS decide that a statutory investigation is not appropriate, the school will consider referring the incident again if it is believed that the pupil is at risk of harm.
- 1.165 Where CSCS decide that a statutory investigation is not appropriate and the school agrees with this decision, the school will consider the use of other support mechanisms, such as early help and pastoral support.
- 1.166 At all stages of the reporting and referral process, the pupil will be informed of the decisions made, actions taken and reasons for doing so.
- 1.167 Discussions of concerns with parents will only take place where this would not put the pupil or others at potential risk of harm.
- 1.168 The school will work closely with parents to ensure that the pupil, as well as their family, understands that the arrangements in place, such as in-school interventions, are effectively supported and know where they can access additional support.

Concerns about staff members and safeguarding practices

- 1.169 If a staff member has concerns about another member of staff, it will be raised with the headteacher.
- 1.170 If the concern is with regards to the headteacher, it will be referred to the chair of governors.
- 1.171 Any concerns regarding the safeguarding practices at the school will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy.
- 1.172 If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).
- 1.173 Any allegations of abuse made against staff members will be dealt with in accordance with the school's Allegations of Abuse Against Staff Policy.

Dealing with allegations of abuse against staff

- 1.174 All allegations will be dealt with in line with the school's Allegations of Abuse Against Staff Policy, a copy of which will be provided to, and understood by, all staff.
- 1.175 Where an allegation is substantiated, and the individual is dismissed or resigns, the school will refer it to the DBS. They will also consider referring the matter to the TRA for consideration for a prohibition order.
- 1.176 If a case manager is concerned about the welfare of other children in the community following a staff member's suspension, they may report this concern to CSCS.
- 1.177 The school will preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry in question.

Allegations of abuse against other pupils (peer-on-peer abuse)

Sexual harassment

- 1.178 Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a pupil's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.
- 1.179 Sexual harassment includes:
- Sexual comments.
 - Sexual "jokes" and taunting.
 - Physical behaviour, such as deliberately brushing against another pupil.
 - Online sexual harassment, including non-consensual sharing of images and videos and consensual sharing of sexual images and videos (often known as sexting), inappropriate comments on social media, exploitation, coercion and threats – online sexual harassment may be isolated or part of a wider pattern.

Sexual violence

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

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

1.181 The term “**harmful sexual behaviour**” is used to describe behaviour that is problematic, abusive and violent, and that may cause developmental damage. Harmful sexual behaviour may include:

- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.
- Full penetrative sex with other children or adults.
- Sexual interest in adults or children of very different ages to their own.
- Forceful or aggressive sexual behaviour.
- Compulsive habits.
- Sexual behaviour affecting progress and achievement.
- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.

1.182 Sexual behaviour can also be harmful if one of the children is much older (especially where there is two years or more difference, or where one child is pre-pubescent and the other is not) and where the child may have SEND.

A preventative approach

1.183 In order to prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

1.184 The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

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

- 1.185 Pupils will be allowed an open forum to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled

Awareness

- 1.186 All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”.
- 1.187 All staff will be aware that peer-on-peer abuse can be manifested in many different ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.
- 1.188 All staff will be made aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.
- 1.189 LGBTQ+ children can be targeted by their peers. In some cases, children who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ children.
- 1.190 The school's response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.
- 1.191 Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers.

Support available if a child has been harmed, is in immediate danger or at risk of harm

- 1.192 If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to CSCS.
- 1.193 Within one working day, a social worker will respond to the referrer to explain the action that will be taken.

Support available if early help, section 17 and/or section 47 statutory assessments are appropriate

- 1.194 If early help, section 17 and/or section 47 statutory assessments (assessments under the Children Act 1989) are appropriate, school staff may be required to support external agencies. The DSL and deputies will support staff as required.

Support available if a crime may have been committed

- 1.195 Rape, assault by penetration and sexual assaults are crimes. Where a report includes such an act, the police will be notified, often as a natural progression of making a referral to CSCS. The DSL will be aware of the local process for referrals to both CSCS and the police.
- 1.196 Whilst the age of criminal responsibility is 10 years of age, if the alleged perpetrator is under 10, the principle of referring to the police remains. In these cases, the police will take a welfare approach rather than a criminal justice approach.

1.197 The school has a close relationship with the local police force and the DSL will liaise closely with the local police presence.

Support available if reports include online behaviour

1.198 Online concerns can be especially complicated. The school recognises that there is potential for an online incident to extend further than the local community and for a victim, or the alleged perpetrator, to become marginalised and excluded both online and offline. There is also strong potential for repeat victimisation if the content continues to exist.

1.199 If the incident involves sexual images or videos held online, the [Internet Watch Foundation](#) will be consulted to have the material removed.

1.200 Staff will not view or forward illegal images of a child. If they are made aware of such an image, they will contact the DSL.

Managing disclosures

1.201 Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed.

1.202 If a friend of a victim makes a report or a member of staff overhears a conversation, staff will take action – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of CSCS where necessary. If staff are in any doubt, they will speak to the DSL.

1.203 Where an alleged incident took place away from the school or online but involved pupils from the school, the school's duty to safeguard pupils remains the same.

1.204 All staff will be trained to handle disclosures. Effective safeguarding practice includes:

- Never promising confidentiality at the initial stage.
- Only sharing the report with those necessary for its progression.
- Explaining to the victim what the next steps will be and who the report will be passed to.
- Recognising that the person the child chose to disclose the information to is in a position of trust.
- Being clear about boundaries and how the report will be progressed.
- Not asking leading questions and only prompting the child with open questions.
- Waiting until the end of the disclosure to immediately write a thorough summary. If notes must be taken during the disclosure, it is important to still remain engaged and not appear distracted.
- Only recording the facts as the child presents them – not the opinions of the note taker.
- Where the report includes an online element, being aware of searching, screening and confiscation advice and [UKCCIS sexting advice](#).
- Wherever possible, managing disclosures with two staff members present (preferably with the DSL or a deputy as one of the staff members).
- Informing the DSL or deputy as soon as possible after the disclosure if they could not be involved in the disclosure.

1.205 The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

Confidentiality

1.206 The school will only engage staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school cannot make this promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

1.207 The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk.
- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CSCS.
- Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.

1.208 The DSL will weigh the victim's wishes against their duty to protect the victim and others. If a referral is made against the victim's wishes, it will be done so extremely carefully and the reasons for referral will be explained to the victim. Appropriate specialist support will always be offered.

Anonymity

1.209 There are legal requirements for anonymity where a case is progressing through the criminal justice system. The school will do all it can to protect the anonymity of children involved in any report of sexual violence or sexual harassment. It will carefully consider, based on the nature of the report, which staff will be informed and what support will be in place for the children involved.

1.210 When deciding on the steps to take, the school will consider the role of social media in potentially exposing victims' identities and facilitating the spread of rumours.

Risk assessment

1.211 The DSL or a deputy will make an immediate risk and needs assessment any time there is a report of sexual violence. For reports of sexual harassment, a risk assessment will be considered on a case-by-case basis. Risk assessments are not intended to replace the detailed assessments of experts, and for incidents of sexual violence it is likely that a professional risk assessment by a social worker or sexual violence specialist will be required.

1.212 Risk assessments will consider:

- The victim.
- The alleged perpetrator.
- Other children at the school, especially any actions that are appropriate to protect them.

1.213 Risk assessments will be recorded (either on paper or electronically) and kept under review in accordance with the school's Data Protection Policy.

Taking action following a disclosure

- 1.214 The DSL or a deputy will decide the school's initial response, taking into consideration:
- The victim's wishes.
 - The nature of the incident.
 - The ages and developmental stages of the children involved.
 - Any power imbalance between the children.
 - Whether the incident is a one-off or part of a pattern.
 - Any ongoing risks.
 - Any related issues and the wider context, such as whether there are wider environmental factors in a child's life that threaten their safety and/or welfare.
 - The best interests of the child.
 - That sexual violence and sexual harassment are always unacceptable and will not be tolerated.
- 1.215 Immediate consideration will be given as to how to support the victim, alleged perpetrator and any other children involved.
- 1.216 For reports of rape and assault by penetration, whilst the school establishes the facts, the alleged perpetrator will be removed from any classes shared with the victim. The school will consider how to keep the victim and alleged perpetrator apart on school premises, and on transport where applicable. These actions will not be seen as a judgement of guilt on the alleged perpetrator.
- 1.217 For reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and the suitability of shared classes, premises and transport will be considered immediately.
- 1.218 In all cases, the initial report will be carefully evaluated and the wishes of the victim, nature of the allegations and requirement to protect all children will be taken into consideration.

Managing the report

- 1.219 The decision of when to inform the alleged perpetrator of a report will be made on a case-by-case basis. If a report is being referred to CSCS or the police, the school will speak to the relevant agency to discuss informing the alleged perpetrator.
- 1.220 There are four likely outcomes when managing reports of sexual violence or sexual harassment:
- Managing internally
 - Providing early help
 - Referring to CSCS
 - Reporting to the police
- 1.221 Whatever outcome is chosen, it will be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussion, decisions and reasons behind decisions will be recorded either on paper or electronically.

1.222 The following situations are statutorily clear and do not allow for contrary decisions:

- A child under the age of 13 can never consent to sexual activity.
- The age of consent is 16.
- Sexual intercourse without consent is rape.
- Rape, assault by penetration and sexual assault are defined in law.
- Creating and sharing sexual photos and videos of children under 18 is illegal – including children making and sending images and videos of themselves.

Managing internally

1.223 In some cases, e.g. one-off incidents, the school may decide to handle the incident internally through behaviour and bullying policies and by providing pastoral support.

Providing early help

1.224 The school may decide that statutory interventions are not required, but that pupils may benefit from early help – providing support as soon as a problem emerges. This approach can be particularly useful in addressing non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

Referral to CSCS

1.225 If a child has been harmed, is at risk of harm or is in immediate danger, the school will make a referral to CSCS. Parents will be informed unless there is a compelling reason not to do so (if referral will place the victim at risk). This decision will be made in consultation with CSCS.

1.226 The school will not wait for the outcome of an investigation before protecting the victim and other children.

1.227 The DSL will work closely with CSCS to ensure that the school's actions do not jeopardise any investigation. Any related risk assessment will be used to inform all decisions.

1.228 If CSCS decide that a statutory investigation is not appropriate, the school will consider referring the incident again if they believe the child to be in immediate danger or at risk of harm.

1.229 If the school agrees with the decision made by CSCS, they will consider the use of other support mechanisms such as early help, pastoral support and specialist support.

Reporting to the police

1.230 Reports of rape, assault by penetration or sexual assault will be passed on to the police – even if the alleged perpetrator is under 10 years of age. Generally, this will be in parallel with referral to CSCS. The DSL and deputies will follow the local process for referral.

1.231 Parents will be informed unless there is a compelling reason not to do so. Where parents are not informed, it is essential for the school to support the child with any decision they take, in unison with CSCS and any appropriate specialist agencies.

1.232 The DSL and governing body will agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. They will also discuss the best way to protect the victim and their anonymity.

- 1.233 The DSL will be aware of local arrangements and specialist units that investigate child abuse.
- 1.234 In some cases, it may become clear that the police will not take further action, for whatever reason. In these circumstances, the school will continue to engage with specialist support for the victim as required.

Bail conditions

- 1.235 Police bail is only used in exceptional circumstances. It is unlikely that a child will be placed on police bail if alternative measures can be used to mitigate risks.
- 1.236 The school will work with CSCS and the police to support the victim, alleged perpetrator and other children (especially witnesses) during criminal investigations. The school will seek advice from the police to ensure they meet their safeguarding responsibilities.
- 1.237 The term 'released under investigation' (RUI) is used to describe alleged perpetrators released in circumstances that do not warrant the application of bail.
- 1.238 Where bail is deemed necessary, the school will work with CSCS and the police to safeguard children – ensuring that the victim can continue in their normal routine and continue to receive a suitable education.
- 1.239 Managing delays in the criminal justice system
- 1.240 The school will not wait for the outcome (or even the start) of criminal proceedings before protecting the victim, alleged perpetrator and other children. The associated risk assessment will be used to inform any decisions made.
- 1.241 The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

The end of the criminal process

- 1.242 Risk assessments will be updated if the alleged perpetrator receives a caution or is convicted. If the perpetrator remains in the same school as the victim, the school will set out clear expectations regarding the perpetrator, including their behaviour and any restrictions deemed reasonable and proportionate with regards to the perpetrator's timetable.
- 1.243 The school will ensure that the victim and perpetrator remain protected from bullying and harassment (including online).
- 1.244 Where an alleged perpetrator is found not guilty or a case is classed as requiring "no further action", the school will offer support to the victim and alleged perpetrator for as long as is necessary. The victim is likely to be traumatised and the fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. The school will discuss decisions with the victim and offer support.
- 1.245 The alleged perpetrator is also likely to require ongoing support, as they have also been through a difficult and upsetting experience.
- Ongoing support for the victim
- 1.246 Any decisions regarding safeguarding and supporting the victim will be made with the following considerations in mind:

- The terminology the school uses to describe the victim
 - The age and developmental stage of the victim
 - The needs and wishes of the victim
 - Whether the victim wishes to continue in their normal routine
 - The victim will not be made to feel ashamed about making a report
 - What a proportionate response looks like
- 1.247 Victims may not disclose the whole picture immediately and they may be more comfortable talking about the incident on a piecemeal basis; therefore, a dialogue will be kept open and the victim can choose to appoint a designated trusted adult.
- 1.248 Victims may struggle in a normal classroom environment. Whilst it is important not to isolate the victim, the victim may wish to be withdrawn from lessons and activities at times. This will only happen when the victim wants it to, not because it makes it easier to manage the situation.
- 1.249 The school will provide a physical space for victims to withdraw to.
- 1.250 Victims may require support for a long period of time and the school will be prepared to offer long-term support in liaison with relevant agencies.
- 1.251 Everything possible will be done to prevent the victim from bullying and harassment as a result of any report they have made.
- 1.252 If the victim is unable to remain in the school, alternative provision or a move to another school will be considered – this will only be considered at the request of the victim and following discussion with their parents.
- 1.253 If the victim does move to another school, the DSL will inform the school of any ongoing support needs and transfer the child protection file.
- Ongoing support for the alleged perpetrator
- 1.254 When considering the support required for an alleged perpetrator, the school will take into account:
- The terminology they use to describe the alleged perpetrator or perpetrator.
 - The balance of safeguarding the victim and providing the alleged perpetrator with education and support.
 - The reasons why the alleged perpetrator may have abused the victim – and the support necessary.
 - Their age and developmental stage.
 - What a proportionate response looks like.
 - Whether the behaviour is a symptom of their own abuse or exposure to abusive practices and/or materials.
- 1.255 When making a decision, advice will be taken from CSCS, specialist sexual violence services and the police as appropriate.
- 1.256 If the alleged perpetrator moves to another school (for any reason), the DSL will inform the destination school of any ongoing support needs and transfer the child protection file.

- 1.257 The school will work with professionals as required to understand why the abuse took place and provide a high level of support to help the pupil understand and overcome the reasons for their behaviour and reduce the likelihood of them abusing again.
- 1.258 Disciplining the alleged perpetrator
- 1.259 Disciplinary action can be taken whilst investigations are ongoing and the fact that investigations are ongoing does not prevent the school reaching its own conclusion and imposing an appropriate penalty.
- 1.260 The school will make such decisions on a case-by-case basis, with the DSL taking a leading role. The school will take into consideration whether any action would prejudice an investigation and/or subsequent prosecution. The police and CSCS will be consulted where necessary.
- 1.261 The school will also consider whether circumstances make it unreasonable or irrational for the school to make a decision about what happened while an investigation is considering the same facts.
- 1.262 Disciplinary action and support can take place at the same time.
- 1.263 The school will be clear whether action taken is disciplinary, supportive or both.
- 1.264 Shared classes
- 1.265 Once the DSL has decided to progress a report, they will again consider whether the victim and alleged perpetrator will be separated in classes, on school premises and on school transport – balancing the school's duty to educate against its duty to safeguard. The best interests of the pupil will always come first.
- 1.266 Where there is a criminal investigation into rape or assault by penetration, the alleged perpetrator will be removed from classes with the victim and potential contact on school premises and transport will be prevented.
- 1.267 Where a criminal investigation into rape or assault by penetration leads to a conviction or caution, in all but the most exceptional circumstances, this will constitute a serious breach of discipline and result in the view that allowing the perpetrator to remain in the school would harm the education or welfare of the victim and potentially other pupils.
- 1.268 Where a criminal investigation into sexual assault leads to a conviction or caution, the school will consider suitable sanctions and permanent exclusion. If the perpetrator will remain at the school, the school will keep the victim and perpetrator in separate classes and manage potential contact on school premises and transport. The nature of the conviction or caution, alongside the wishes of the victim, will inform any discussions made.
- 1.269 Where a report of sexual assault does not lead to a police investigation, this does not mean that the offence did not happen or that the victim has lied. Both the victim and alleged perpetrator will be affected and appropriate support will be provided. Considerations regarding sharing classes and potential contact will be made on a case-by-case basis.
- 1.270 In all cases, the school will record its decisions and be able to justify them. The needs and wishes of the victim will always be at the heart of the process.

Working with parents and carers

- 1.271 In most sexual violence cases, the school will work with the parents of both the victim and alleged perpetrator. For cases of sexual harassment, these decisions will be made on a case-by-case basis.
- 1.272 The school will meet the victim's parents with the victim present to discuss the arrangements being put in place to safeguard the victim, and to understand their wishes in terms of support arrangements and the progression of the report.
- 1.273 Schools will also meet with the parents of the alleged perpetrator to discuss arrangements that will impact their child, such as moving them out of classes with the victim. Reasons behind decisions will be explained and the support being made available will be discussed. The DSL or a deputy will attend such meetings, with agencies invited as necessary.
- 1.274 Clear policies regarding how the school will handle reports of sexual violence and how victims and alleged perpetrators will be supported will be made available to parents.

Safeguarding other children

- 1.275 Children who have witnessed sexual violence, especially rape and assault by penetration, will be provided with support.
- 1.276 It is likely that children will "take sides" following a report, and the school will do everything in its power to protect the victim, alleged perpetrator and witnesses from bullying and harassment.
- 1.277 The school will keep in mind that contact may be made between the victim and alleged perpetrator and that harassment from friends of both parties could take place via social media and do everything in its power to prevent such activity.
- 1.278 As part of the school's risk assessment following a report, transport arrangements will be considered, as it is a potentially vulnerable place for both a victim and alleged perpetrator. Schools will consider any additional support that can be put in place.

Communication and confidentiality

- 1.279 All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.
- 1.280 Where there is an allegation or incident of sexual abuse or violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents.
- 1.281 Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the pupils involved in the case.
- 1.282 Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis.

- 1.283 During disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.
- 1.284 Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime.
- 1.285 Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others.
- 1.286 Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.
- 1.287 Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved.
- 1.288 Discussions with parents will not take place where they could potentially put a pupil at risk of harm.
- 1.289 Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report.
- 1.290 Discussion with the alleged perpetrator's parents will have regards to the arrangements that will impact their child, such as moving classes, etc., with the reasons behind decisions being explained and the available support discussed.
- 1.291 External agencies will be invited to these discussions where necessary.
- 1.292 Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.
- 1.293 Where a pupil is leaving the school, the DSL will consider whether it is appropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

Online safety

- 1.294 As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.
- 1.295 Through training, all staff members will be made aware of the following:
- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online
 - The procedure to follow when they have a concern regarding a pupil's online activity
- 1.296 The school will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material, in accordance with the school's Data and E-Security Breach Prevention and Management Plan.
- 1.297 The use of mobile phones by staff and pupils is closely monitored by the school, in accordance with the Personal Electronic Devices Policy.

- 1.298 The school will ensure that the use of filtering and monitoring systems does not cause “over blocking” which may lead to unreasonable restrictions as to what pupils can be taught regarding online teaching.

Mobile phone and camera safety

- 1.299 Staff members will not use personal mobile phones or cameras when pupils are present.
- 1.300 Staff may use mobile phones on school premises outside of working hours when no pupils are present.
- 1.301 Staff may use mobile phones in the staffroom during breaks and non-contact time.
- 1.302 Mobile phones will be safely stored and in silent mode whilst pupils are present.
- 1.303 Staff will use their professional judgement in emergency situations.
- 1.304 Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when pupils are present.
- 1.305 Mobile devices will not be used to take images or videos of pupils or staff in any circumstances.
- 1.306 The sending of inappropriate messages or images from mobile devices is strictly prohibited.
- 1.307 Staff who do not adhere to this policy will face disciplinary action.
- 1.308 ICT technician and the headteacher will review and authorise any downloadable apps – no apps or programmes will be downloaded without express permission from an ICT technician or the headteacher.
- 1.309 The school will adhere to the terms of the E-Safety Policy at all times.
- 1.310 Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school’s Data Protection Policy.
- 1.311 The DPO/Admin Manager will oversee the planning of any events where photographs and videos will be taken.
- 1.312 Where photographs and videos will involve LAC pupils, adopted pupils, or pupils for whom there are security concerns, the headteacher will liaise with the DSL to determine the steps involved.
- 1.313 The DSL will, in known cases of a pupil who is a LAC or who has been adopted, liaise with the pupil’s social worker, carers or adoptive parents to assess the needs and risks associated with the pupil.
- 1.314 The school will adhere to its Photography Policy at all times.
- 1.315 Staff will report any concerns about another staff member’s use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy and the Allegations of Abuse Against Staff Policy.

Upskirting

- 1.316 Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment and to record an image beneath a person's clothing without consent and with the intention of observing, or enabling another person to observe, the victim's genitals or buttocks (whether exposed or covered with underwear), in circumstances where their genitals, buttocks or underwear would not otherwise be visible, for a specified purpose.
- 1.317 A "specified purpose" is namely:
- Obtaining sexual gratification (either for themselves or for the person they are enabling to view the victim's genitals, buttocks or underwear).
 - To humiliate, distress or alarm the victim.
- 1.318 "Operating equipment" includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion activated camera.
- 1.319 Upskirting will not be tolerated by the school.
- 1.320 Any incidents of upskirting will be reported to the DSL who will then decide on the next steps to take, which may include police involvement.

Sports clubs and extracurricular activities

- 1.321 Clubs and extracurricular activities hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.
- 1.322 Paid and volunteer staff running sports clubs and extracurricular activities are aware of their safeguarding responsibilities and promote the welfare of pupils.
- 1.323 Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSCS or the police, if necessary.
- 1.324 All national governing bodies of sport that receive funding from either Sport England or UK Sport, must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

Safer recruitment

- 1.325 An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:
- Are responsible on a daily basis for the care or supervision of children.
 - Regularly work in the school at times when children are on the premises.
 - Regularly come into contact with children under 18 years of age.
- 1.326 The DfE's [DBS Workforce Guides](#) will be consulted when determining whether a position fits the child workforce criteria.

Pre-employment checks

1.327 The governing body will assess the suitability of prospective employees by:

- Verifying the candidate's identity, preferably from the most current photographic ID and proof of address except where, for exceptional reasons, none is available.
- Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the [TRA Teacher Services' System](#).
- Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
- Checking the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out on the [Gov.UK](#) website will be followed.
- If the person has lived or worked outside the UK, making any further checks that the school considers appropriate; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.
- Checking professional experience, QTS and qualifications as appropriate using Teacher Services.

1.328 An enhanced DBS certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives their permission.

Internal candidates

1.329 References from internal candidates will always be scrutinised before appointment.

ITT candidates

1.330 Where applicants for ITT are salaried by the school, the school will ensure that enhanced DBS checks with barred list information are carried out.

1.331 Written confirmation will be obtained to ensure that an enhanced DBS certificate and barred list check has been carried out for all fee-funded trainees.

Governors

1.332 An enhanced DBS check will be carried out for each member of the governing body. Where a governor also engages in regulated activity, a barred list check will also be requested. The school will also contact the TRA using Teacher Services to check if a proposed governor is barred as a result of being subject to a section 128 direction. Where a barred list check has been performed, the section 128 direction will also be shown and will not require a separate check.

Those who have lived or worked outside of the UK

- 1.333 For those who have lived or worked outside of the UK, additional checks regarding teacher sanctions or restrictions will be conducted, this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.

Barred list check

- 1.334 An enhanced DBS check may be requested for anyone working in school that is not in regulated activity but does not have a barred list check.
- 1.335 If there are concerns about an applicant, an enhanced DBS check with barred list information may be requested, even if they have worked in regulated activity in the three months prior to appointment.
- 1.336 Written information about their previous employment history will be obtained from candidates and the appropriate checks undertaken to ensure information is not contradictory or incomplete.

References

- 1.337 References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment.
- 1.338 References will only be accepted from a senior person and not from a colleague.
- 1.339 References will be sought on all short-listed candidates, including internal ones, before an interview and checked on receipt to ensure that all specific questions were answered satisfactorily.
- 1.340 References will be obtained prior to interviews taking place and discussed during interviews.
- 1.341 Open testimonials will not be considered.
- 1.342 Information about past disciplinary actions or allegations will be considered carefully when assessing an applicant's suitability for a post.
- 1.343 Information sourced directly from a candidate or online source will be carefully vetted to ensure they originate from a credible source.

Volunteers

- 1.344 No volunteer will be left unsupervised with a pupil or allowed to work in regulated activity until the necessary checks have been obtained.
- 1.345 An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.
- 1.346 Personal care includes helping a child with eating and drinking for reasons of illness, or care in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability.
- 1.347 A supervised volunteer who regularly teaches or looks after children is not in regulated activity.
- 1.348 The school will obtain an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care.

- 1.349 Unless there is cause for concern, the school will not request any new DBS certificates with barred list check for existing volunteers that have already been checked.
- 1.350 A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.

Associate members

- 1.351 Associate members (i.e. individuals that are appointed by the governing body to serve on one or more committees) will not be required to obtain enhanced DBS checks.

Contractors

- 1.352 The school will ensure that any contractor or employee of the contractor working on the premises has been subject to the appropriate level of DBS check.
- 1.353 Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made.
- 1.354 Contractors without a DBS check will be supervised if they will have contact with children. The identity of the contractor will be checked upon their arrival at the school.

Data retention

- 1.355 DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt.
- 1.356 A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file. The personnel file will be held for the duration of the employee's employment plus six years.

Referral to the DBS

- 1.357 The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

Ongoing suitability

- 1.358 Following appointment, consideration will be given to staff and volunteers' ongoing suitability – to prevent the opportunity for harm to children or placing children at risk.

Single central record (SCR)

- 1.359 The school keeps an SCR which records all staff, including supply staff and teacher trainees on salaried routes, who work at the school.
- 1.360 The following information is recorded on the SCR:
- An identity check
 - A barred list check
 - An enhanced DBS check
 - A prohibition from teaching check
 - A check of professional qualifications
 - A check to determine the individual's right to work in the UK
 - Additional checks for those who have lived or worked outside of the UK

- 1.361 For agency and third-party supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted and the date that confirmation was received.
- 1.362 If any checks have been conducted for volunteers, this will also be recorded on the SCR.
- 1.363 If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

Staff suitability

- 1.364 All centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018.
- 1.365 A person may be disqualified if they:
- Have certain orders or other restrictions placed upon them.
 - Have committed certain offences.
- 1.366 All staff members are required to sign the [declaration form](#) provided in the appendices of this policy confirming that they are not disqualified from working in a schooling environment.
- 1.367 A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

Training

- 1.368 Staff members will undergo safeguarding and child protection training at induction, which will be regularly updated on a termly basis or whenever there is a change in legislation.
- 1.369 The induction training will cover:
- The Child Protection and Safeguarding Policy
 - The Behavioural Policy
 - The Staff Code of Conduct
 - The safeguarding response to children who go missing from education
 - The identity of the DSL and any deputies
 - The role of the DSL and deputy DSLs
- 1.370 All staff members will also receive regular safeguarding and child protection updates as required, but at least annually.
- 1.371 Training will cover, at a minimum:
- The issues surrounding sexual violence and sexual harassment.
 - Contextual safeguarding.
 - How to keep previously LAC safe.

- Child criminal exploitation and the need to refer cases to the National Referral Mechanism.
- 1.372 Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school.
- 1.373 The DSL and deputy DSL will undergo updated child protection training every two years, as well as additional training to refresh their skills and knowledge at regular intervals (at least annually) to allow them to keep up-to-date with any developments relevant to their role.
- 1.374 The DSL and deputy DSL will also undergo biennial Prevent awareness training which will enable them to understand and support the school with regards to the Prevent duty and equip them with the knowledge needed to advise staff.
- 1.375 The DSL and their deputy(s) will undergo online safety training to help them recognise the additional risks that pupils with SEND face online, for example, from online bullying, grooming and radicalisation, to ensure they have the capability to support pupils with SEND to stay safe online
- 1.376 Online training will also be conducted for all staff members as part of the overall safeguarding approach.

Monitoring and review

- 1.377 This policy is reviewed annually by the DSL and the headteacher.
- 1.378 Any changes made to this policy by the headteacher and DSL will be communicated to all members of staff.
- 1.379 All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.
- 1.380 The next scheduled review date for this policy is September 2020.

Part 1 – information for all staff

All staff working in schools are expected to read at least part 1 of KCSIE. The KCSIE document was shared with all staff on 1/09/20 in staff INSET.

The key changes to this part identified and shared with staff are:

New information on mental health (paragraphs 4 and 34-38)

- Mental health is explicitly included in the definition of safeguarding, which now includes "preventing impairment of children's **mental** and physical health or development"
- New paragraphs have been added to say:
 - 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
 - Only trained professionals should make a diagnosis of a mental health problem, but staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one
 - Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it's key that staff are aware of how these experiences can affect children's mental health, behaviour and education
 - Staff should take action on any mental health concerns that are also safeguarding concerns, following your school's child protection policy and speaking to the DSL or deputy
 - There's DfE guidance available on [preventing and tackling bullying](#) and [mental health and behaviour](#), as well as Public Health England guidance on [promoting children's emotional health and wellbeing](#) and lesson plans and teaching materials from [Rise Above](#)

New information on child criminal exploitation (CCE) and child sexual exploitation (CSE) (paragraph 28)

- A new paragraph on CCE and CSE explains that:
 - These are defined as forms of abuse where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity
 - The imbalance can be due to age, as well as other factors like gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources
 - In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (e.g. increased status) of the perpetrator or facilitator
 - It can be perpetrated by individuals or groups, males or females, and children or adults
 - It can be a one-off occurrence or be 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 can involve violence or threats of violence
 - Victims can be exploited even when activity appears to be consensual
 - It can happen online as well as in person

Other minor changes

- Information about contextual safeguarding has been moved (it's now paragraph 21) and rewritten to make it clear that:
 - All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children outside of this environment
 - All staff should consider whether children are at risk of abuse or exploitation in situations outside their families (e.g. sexual exploitation, criminal exploitation, serious youth violence)
- It's been clarified that staff should refer concerns or allegations about supply staff to the headteacher (paragraph 56)

Part 2 – the management of safeguarding

This is for headteachers, designated safeguarding lead (DSL) teams and governors. This information was shared and discussed as a safeguarding team September 2020.

1.380.1 New information on supporting children who need a social worker (paragraphs 109-112)

These paragraphs explain that:

- Children may need a social worker due to safeguarding or welfare needs, such as abuse, neglect and complex family circumstances
- These experiences can leave children vulnerable to further harm, as well as potentially creating barriers to attendance, learning, behaviour and mental health
- Your local authority should tell you if a child has a social worker, and the DSL should hold and use this information in the best interests of the child's safety, welfare and educational outcomes, such as when decisions are made on:
 - Responding to unauthorised absence or missing education where there are known safeguarding risks
 - The provision of pastoral and/or academic support
- There's further information in the [findings](#) from the Children in Need review, including the steps the government is taking to support this

New information on supporting children who require mental health support (paragraphs 113-116)

Some of this new guidance repeats what is already set out in part 1 (see above). The unique points set out here are:

- Schools have an important role to play in supporting the mental health and wellbeing of their pupils
- Governing boards should ensure there are clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems
- The DfE will be supporting the costs of:
 - A training programme for senior mental health leads to develop a whole school approach to mental health (this should be available by 2025)
 - The national rollout of the [Link Programme](#)

Other minor changes

- There's a new link for DSLs to [NPCC guidance](#) on when to call the police and what to expect if you do (paragraph 70)
- The information on multi-agency working now reflects that new local safeguarding partner arrangements should now be in place (paragraphs 74-78)
- Guidance on the GDPR has been clarified to explain that you can refuse to share information if a serious harm test is met (paragraph 84)
- There's now a link to the DfE's [data protection toolkit](#) (paragraph 86)
- It's been made clear that the guidance in Annex C will apply to children learning at home (paragraph 92)
- There's new guidance and links to further advice on the introduction of compulsory relationships education (primary), relationships and sex education (secondary) and health education (all state-funded schools) (paragraph 94)
- The recent changes to Ofsted's inspection framework are now reflected (paragraphs 96-98)
- Your procedure for managing allegations against staff should cover supply staff (paragraph 101), and concerns that may meet the 'harm test' should be addressed as set out in part 4 of KCSIE (paragraph 102) – see the section below for a full explanation

Part 4 – allegations of abuse

Consider behaviours that indicate someone may not be suitable to work with children (paragraph 211)

- A new bullet point in this paragraph now means that the procedures set out in part 4 of KCSIE should apply to anyone working in the school who has behaved, or may have behaved, in a way that indicates they may not be suitable to work with children
- Annex H gives the example of a member of staff involved in domestic violence at home where no children were involved, but you would need to consider what triggered these actions and whether a child in school could trigger the same reaction and be put at risk

New guidance on handling allegations against supply staff (paragraphs 214-217)

These new paragraphs explain that:

- In some cases you may have to consider an allegation against someone not directly employed by you, where your usual disciplinary procedures don't fully apply, like supply staff provided by an agency
- You should make sure allegations are dealt with properly, and you shouldn't decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with your LADO to determine a suitable outcome
- Governing boards should discuss with the agency whether it's appropriate to suspend the supply teacher, or redeploy them to another part of the school, while they carry out their investigation
- Agencies should be fully involved and co-operate in any enquiries, but your school will usually take the lead as the agency won't be able to collect the necessary information

- The allegations management meeting should address issues such as information sharing, to ensure previous concerns or allegations known to the agency are taken into account
- When using an agency, you should inform them of your process for managing allegations, including inviting the agency's HR manager or equivalent to meetings and keeping them up to date with information about your policies

Child protection and safeguarding: COVID-19 addendum

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Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Sarah Brereton	07841744973 01616811385
Deputy DSL	Sarah Clarke	07847212332
Designated member of senior leadership team if DSL (and deputy) can't be on site	Karen Harrison	07570558990
Headteacher	Sarah Brereton	07841744973 01616811385
Local authority designated officer (LADO)	Jackie Shaw	0161 234 1214
Chair of governors	Mark Chapman	07392750950

1. Scope and definitions

This addendum applies from the start of the autumn term 2020. It reflects updated advice from the government and Manchester local authority (LA)

It sets out changes to our normal child protection policy in light of coronavirus, and should be read in conjunction with that policy. Unless covered here, our normal child protection policy continues to apply.

This addendum is subject to change, in response to any new or updated guidance the government may publish. We will keep it under review as set out in section 15 below.

In this addendum, where we refer to measures to protect pupils who are at home, this means those who are learning at home for reasons to do with coronavirus – for example, due to clinical and/or public health advice, such as if there’s a local lockdown or if they need to self-isolate.

In this addendum, where we refer to vulnerable children, this means those who:

Are assessed as being in need, including children:

- With a child protection plan
- With a child in need plan
- Looked after by the local authority
- Have an education, health and care (EHC) plan

Have been assessed as otherwise vulnerable by educational providers or LAs, for example those who are:

- On the edge of receiving support from children’s social care services
- Adopted
- At risk of becoming NEET (‘not in employment, education or training’)
- Living in temporary accommodation
- Young carers
- Considered vulnerable by the school and/or LA

2. Core safeguarding principles

We will follow the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

We will always have regard for these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should act on it immediately
- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)
- It’s essential that unsuitable people don’t enter the school workforce or gain access to children
- Children should continue to be protected when they are online

3. Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children at school and those at home. Concerns will continue to be raised with the DSL, DDSL or lead safeguarding team if necessary, and recorded in a timely and accurate manner on the CPOMs system. As a

reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

4. DSL (and deputy) arrangements

We aim to have a trained DSL or deputy DSL on site wherever possible. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum. If our DSL (or deputy) can't be on site, they can be contacted remotely by telephoning (see contact information), or emailing (head@st-wilfrids.manchester.sch.uk; s.clarke@st-wilfrids.manchester.sch.uk)

On occasions where there is no DSL or deputy on site, a senior safeguarding leader will take responsibility for co-ordinating safeguarding. This will be Karen Harrison. You can contact them by emailing k.harrison@st-wilfrids.manchester.sch.uk. Any safeguarding concerns raised when the DSL is off-site will be passed remotely immediately.

The senior safeguarding leader will be responsible for liaising with our off-site DSL (or deputy) to make sure they (the senior leader) can:

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

5. Working with other agencies

We will continue to work with children's social care, with virtual school heads for looked-after and previously looked-after children, and with any other relevant safeguarding and welfare partners, to help keep children safe.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- The local authority, about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

6. Monitoring attendance

We will resume taking our attendance register. We will also follow [guidance](#) from the Department for Education on how to record attendance and what data to submit.

All pupils of compulsory school age will be expected to attend school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is unable to attend because of clinical and/or public health advice, is absent for a necessary religious observance).

Where any child we expect to attend school doesn't attend, or stops attending, we will:

- Follow up on their absence with their parents or carers, by following a traffic light system of concern; making telephone contact in the first instance; following up concerns with home visits where appropriate; making referrals to LA attendance support teams where relevant; supporting LA representatives to encourage families to return children to school.
- Notify their social worker, where they have one

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible. Group call messages

will be sent out to families alongside letters to ensure that contact details are up to date. Where messages are not received, parents will then be asked to check contact details and update. This process will be repeated regularly.

7. Peer-on-peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse. Staff should continue to act on any concerns they have immediately – about both children attending school and those at home.

8. Concerns about a staff member, supply teacher or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately – whether those concerns are about staff/supply teachers/volunteers working on site or remotely.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period, in line with government guidance.

9. Contact plans

We have contact plans for children with a social worker, and other children who we have safeguarding concerns about, for circumstances where the child is at home.

Each child has an individual plan, which sets out:

- How often the school will make contact – this will be at least once a week
- Which staff member(s) will make contact – as far as possible, this will be staff who know the family well
- How staff will make contact – this will be over the phone, doorstep visits, or a combination of both

If we can't make contact, we will in the first instance conduct a home visit, and then contact social care if contact cannot be made.

10. Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 3 above.

10.1 Children returning to school

The DSL (or deputy) will do all they reasonably can to find out from parents and carers whether there have been any changes regarding welfare, health and wellbeing that they should be aware of before children return.

The DSL (and deputy) will be given time to support staff and children regarding new concerns (and referrals as appropriate) as children return to school.

Staff and volunteers will be alerted to any new safeguarding concerns as they see pupils in person.

10.2 Children at home

The school will maintain contact with children who are at home. Staff will try to speak directly to children at home to help identify any concerns. They will use school phones and devices to make calls home. Or, if necessary they will use personal phones but they will withhold their personal number.

Staff and volunteers will look out for signs like:

- Not completing assigned work or logging on to school systems
- No contact from children or families
- Seeming more withdrawn during any class check-ins or video calls

11. Online safety

11.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school.

11.2 Outside school

St. Wilfrid's are not currently using online learning as a remote access tool. However, staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

11.3 Working with parents and carers

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, where relevant, including what sites they will be using and who they will be interacting with from our school
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the teaching and resources our school provides
- Know where else they can go for support to keep their children safe online

12. Mental health

12.1 Children returning to school

Staff and volunteers will be aware of the possible effects that this period may have had on pupils' mental health. They will look out for behavioural signs, including pupils being

fearful, withdrawn, aggressive, oppositional or excessively clingy, to help identify where support may be needed.

Additional PSHE sessions and targeted 1:1 and small group work will be available where required.

12.2 Children at home

Where possible, we will continue to offer our current support for pupil mental health for all pupils, including opportunities to work alongside the learning mentor and other staff members trained in mental health support.

We will also signpost all pupils, parents/carers and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

Staff and volunteers will be alert to mental health concerns in children who are at home, and act on these immediately, following our reporting procedures as set out in section 3 of this addendum.

13. Staff and volunteer recruitment

We continue to recognise the importance of robust safer recruitment procedures, so that staff and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

When carrying out DBS checks and right to work checks, we will follow the latest guidance from the DBS, Home Office and Immigration Enforcement as appropriate (for example, with regards to the process for verifying documents). We will inform candidates about the intended process as soon as reasonably practicable.

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 183-188 of Keeping Children Safe in Education.

14. Safeguarding induction and training

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

New staff and volunteers will continue to receive a safeguarding induction in line with the expectations of Keeping Children Safe in Education. This was conducted as a whole staff INSET in September 2020, and will be enhanced with targeted sessions for new staff and safeguarding leaders.

15. Monitoring arrangements

This policy will be reviewed as information from the LA or Department for Education is updated, and as a minimum every 3-4 weeks by the DSL. At every meeting of the governing board, changes and updates will be reviewed.

Staff Disqualification Declaration

Name of school:	
Name of staff member:	Position:
Orders and other restrictions	Yes/No
Have any orders or other determinations related to childcare been made in respect of you?	
Have any orders or other determinations related to childcare been made in respect of a child in your care?	
Have any orders or other determinations been made which prevent you from being registered in relation to childcare, children's homes or fostering?	
Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in Schedule 1 of the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018?	
Are you barred from working with children by the DBS?	
Are you prohibited from teaching?	
Specified and statutory offences	
Have you ever been cautioned, reprimanded, given a warning for or convicted of:	
<ul style="list-style-type: none"> • Any offence against or involving a child? 	
<ul style="list-style-type: none"> • Any violent or sexual offence against an adult? 	
<ul style="list-style-type: none"> • Any offence under The Sexual Offences Act 2003? 	
<ul style="list-style-type: none"> • Any other relevant offence? 	
Have you ever been cautioned, reprimanded for or convicted of a similar offence in another country?	
Provision of information	
If you have answered yes to any of the questions above, provide details below. You may provide this information separately, but you must do so without delay.	
Details of the order restriction, conviction or caution:	
The date(s) of the above:	
The relevant court(s) or body/bodies):	
<p>You should also provide a copy of the relevant order, caution, conviction, etc. In relation to cautions/convictions, a DBS Certificate may be provided.</p>	

Declaration

In signing this form, I confirm that the information provided is true to the best of my knowledge and that:

- I understand my responsibilities to safeguard children.
- I understand that I must notify my headteacher immediately of anything that affects my suitability to work within the school. This includes any cautions, warnings, convictions, orders or other determinations made in respect of me that would render me disqualified from working with children.

Signed:

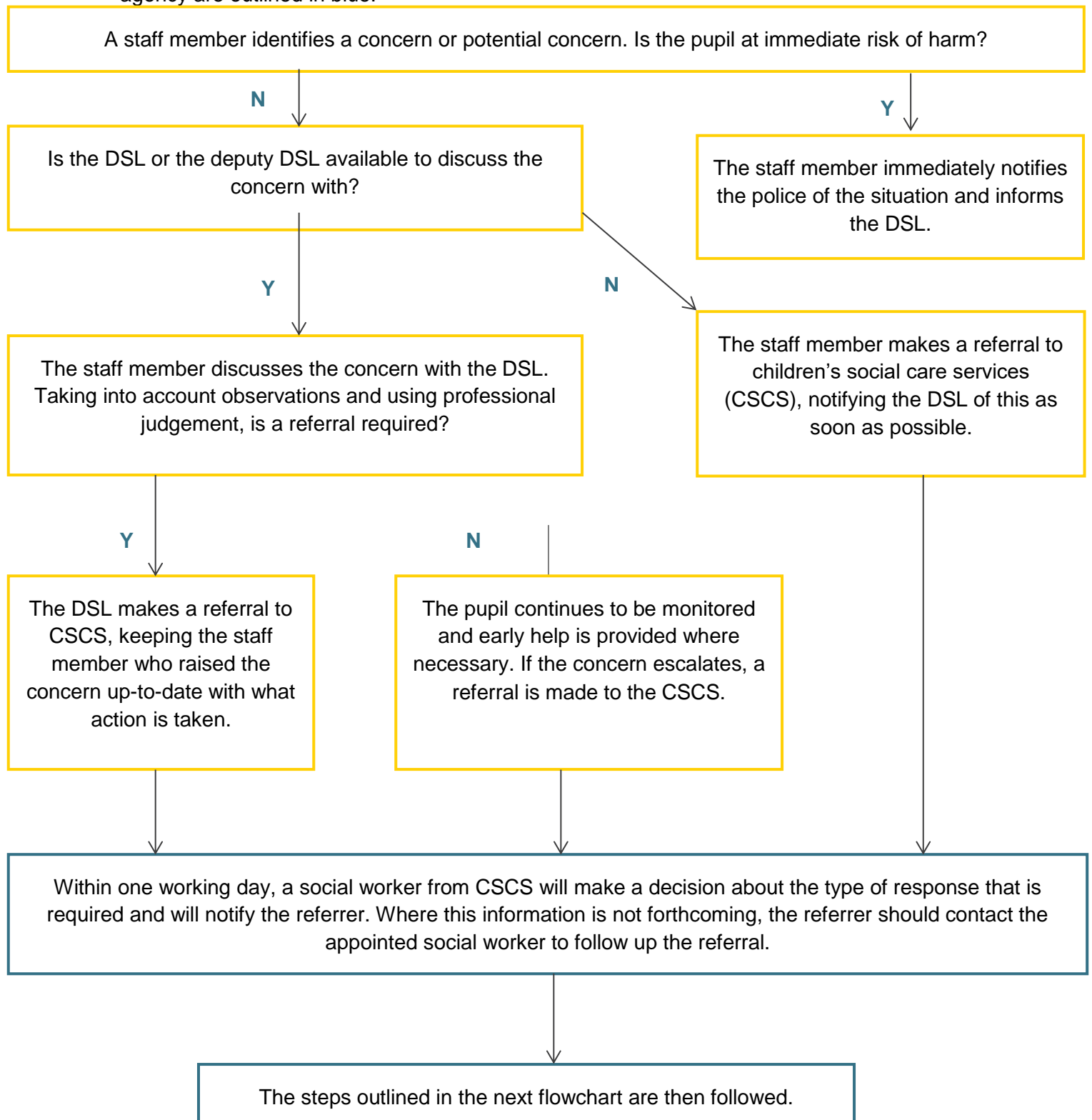
Print name:

Date:

Safeguarding Reporting Process

The process outlined within the first section should be followed where a staff member has a safeguarding concern about a child. Where a referral has been made, the process outlined in the 'After a referral is made' section should be followed.

The actions taken by the school are outlined in yellow, whereas actions taken by another agency are outlined in blue.



After a referral is made

Once a referral has been made, a social worker from CSCS will notify the referrer that a decision has been made and one of the following responses will be actioned.

The pupil is in need of immediate protection.

Where the pupil is at risk of significant harm but is not in immediate danger, a strategy discussion is held.

No formal assessment is needed.

Where appropriate to do so, the DSL and staff member who raised the concern may be consulted during these stages to ensure that all areas of concern are addressed.

The DSL supports the initial staff member to liaise with other agencies to arrange an early help assessment and appropriate support.

Appropriate emergency action is taken by the social worker, police or NSPCC.

A Child in Need assessment is completed within 45 working days.

Within 15 working days of the strategy discussion, an initial child protection conference is held.

A child protection plan is potentially required.

The type of support needed is identified, arranged through multi-agency liaison and provided effectively.

Staff keep the pupil's circumstances under review and re-refer if appropriate to ensure circumstances improve – the pupil's best interests always come first.

If the child's situation does not appear to be improving, the DSL should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Contacts and Advice

Expert organisations

- [Barnardo's](#)
- [Lucy Faithfull Foundation](#)
- [NSPCC](#)
- [Rape Crisis](#)
- [University of Bedfordshire: Contextual Safeguarding](#)
- [UK Safer Internet Centre](#)

Support for victims

- [Anti-Bullying Alliance](#)
- [MoJ Victim Support](#)
- [Rape Crisis](#)
- [The Survivor's Trust](#)
- [Victim Support](#)

Toolkits

- [Brook](#)
- [NSPCC](#)
- [Safeguarding Unit, Farrer and Co, and Carlene Firmin, MBE, University of Bedfordshire](#)

Further information on confidentiality and information sharing

- [Gillick Competency Fraser Guidelines](#)
- [Government Information Sharing Advice](#)
- [Information Commissioner's Office: Education](#)
- [NSPCC: Things to Know and Consider](#)

Further information on sexting

- [UK Council for Child Internet Safety: Sexting Advice](#)
- [London Grid for Learning – Collection of Advice](#)

Support for parents

- [Parentzone](#)
- [Parentsafe – London Grid for Learning](#)
- [CEOP Thinkuknow – Challenging Harmful Sexual Attitudes and their Impact](#)
- [CEOP Thinkuknow – Supporting Positive Sexual Behaviour](#)