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Safeguarding and Child

Protection Policy

2.3



LIGHTHOUSE
SCHOOLS PARTNERSHIP

Yatton VC Infant School and
Yatton Church of England
Junior School



SAFEGUARDING AND CHILD PROTECTION POLICY

Statutory

Each Headteacher and Local Governing Body holds responsibility for Safeguarding and Child Protection in their school. This model policy must therefore be adopted (and if necessary amended) in each Trust school. Signed copies should be lodged with the Clerk to the Board of Trustees once adopted. Where amendments are made these should be clearly marked so that they can be reported to Trustees.

Model Policy Approved by the Trust Board

Signed:

Date

Name:

Chair of Board of Trustees

Authorised for Issue

Signed:

Date

Name:

Chief Executive Officer (CEO)

School Policy Approved by Local Governing Body

Signed:

Date

Name:

Chair of Local Governing Body

Authorised for Issue

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Signed:

Name:

Headteacher

Date

Document History

Version	Author/Owner	Drafted	Comments
1.4	Dan McGilloway & Tara Phillis	04.07.17	Additions on p7 and p8 plus changes to updates to KCSIE document
1.5	Nichola Harris-Evans	13.09.17	Changes post Trustee feedback
2.0	Gary Lewis	30.08.18	Changes in light of KCSIE 2018, new North Som Model policy & Governor feedback from Wraxall
2.1	Gary Lewis	05.09.18	Changes suggested by Janine Ashman Sharon Roberts at St Peter’s and andrea Cowan at HDS re DBS, training for contractors and frequency of update training
2.2	Gary Lewis	14.09.16	Changes suggested by head & governor from Wraxall re peer on peer abuse and format for governor training.
2.3	Gary Lewis	18.09.18	Changes necessitated by final published version of KCSIE and some re-ordering of the policy to improve layout and organisation.

Date Policy Adopted	
Review cycle	Annual
Review date	1 st September 2019

Key personnel:

Names of School Designated Safeguarding Lead (DSL) and Deputy DSL(s):

- Jo Keeble
- Jon Heywood

Named Governor for Safeguarding

- Wendy Griggs

SAFEGUARDING AND CHILD PROTECTION POLICY

Statutory

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1. Introduction

School Child Protection and Safeguarding Policy Framework

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

(Keeping Children Safe in Education 2018)

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of their health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective and nurturing care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

This policy has been developed in accordance with the principles established by the Children Act 1989; and in line with government advice, national guidance and local publications:

- Working Together to Safeguard Children, [July 2018](#)
- Keeping Children Safe in Education, [September 2018](#)
- Guidance for Safer Working Practice for Adults who work with Children and Young People, [Oct 2015](#)
- Prevent Duty Guidance, [July 2015](#)
- Mandatory reporting of Female Genital Mutilation, [December 2016](#)
- Disclosure and Barring Service Guidance, [April 2018](#)
- North Somerset Safeguarding Children Board
- [Bath and North East Somerset Safeguarding Children Board](#)
- South West Child Protection Procedures

This Policy is derived from the Lighthouse Schools Partnership model Safeguarding and Child Protection Policy which has been approved by the Board of Trustees. The Board of Trustees has delegated final ratification to the Local Governing Body.

The Local Governing Body and the Lighthouse School Partnership Board of Trustees recognise the need to ensure that they comply with their duties under legislation and this policy has regard to statutory guidance, Keeping Children Safe in Education (KCSIE), Working Together to Safeguard Children and locally agreed inter-agency procedures put in place by North Somerset Safeguarding Children Board/Bath & NE Somerset Safeguarding Children Board. This policy will be reviewed annually, as a minimum, and be made available publicly on the school website and on request.

The term safeguarding covers a wide area and numerous policies and guidance which all staff should be aware of. These policies and procedures are detailed below and can be found on the school website [or are available on request](#).

- LSP Attendance Policy
- LSP Health and Safety Policy
- LSP Complaints Policy
- LSP Staff Anti-Bullying Policy
- LSP Staff Code of Conduct
- [The school's Internet/e-safety Policy](#)
- [The school's Physical Contact Policy \(where appropriate\)](#)

- LSP Recruitment Policy
- LSP Preventing Extremism & Radicalisation Policy
- **LSP Whistle blowing (Safeguarding) Policy**

School staff play a critical role in Safeguarding and Child Protection as they are in a position to identify concerns early and provide help for children and young people, to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children and young adults in education. This system is described in statutory guidance Working Together to Safeguard Children July 2018. Schools should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

Where the term staff is used in this policy it embraces teachers, support staff, members of the Trust's central team, Governors, Trustees and volunteers. Where records are referred to, these may be written or digital. Schools in the Lighthouse Schools Partnership use the CPOMS system as their main record for safeguarding and Child Protection matters.

1.1 Statutory Framework

Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act. In order to fulfill their duty under sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies should have in place the arrangements set out in chapter 2, paragraph 4 of Working Together to Safeguard Children July 2018. In addition, schools should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002 namely, Keeping children safe in education September 2018.

2. Procedures

The procedures for safeguarding children will be in line with North Somerset Safeguarding Children Board/**Bath and North East Somerset Safeguarding Children Board** and the South West Child Protection Procedures adopted by both Local Authorities. They will follow any guidance issued by The Department for Education (DfE), namely Keeping children safe in education September 2018 (KCSIE) and Working Together to Safeguard Children 2018. **Both Local Authority Safeguarding Children Boards publish Threshold Criteria for Children in Need and Child Protection Referrals which provide clear frameworks for identifying levels of need and the action required to support and safeguard children.**

2.1 Safer Recruitment

The school will follow relevant guidance in Keeping Children Safe in Education September 2018 (Section 3 Safer Recruitment) and from The Disclosure and Barring Service (DBS): <https://www.gov.uk/government/organisations/disclosure-and-barring-service>. In Particular:

- The school will ensure that **at least one person on recruitment panels** has undertaken all appropriate safer recruitment training as outlined in KCSIE September 2018;
- Our selection and recruitment policy will include all appropriate checks on staff including DBS checks. With regard to the recruitment of volunteers our policy will be rigorous and follow KCSIE 2018 and other DfE guidance with regard to regulated and supervised activity. For **employees** working

- directly with children an **Enhanced DBS check will be required**;
- The school will ensure that all staff and volunteers have read the Trust's staff code of conduct and understand that their behaviour and practice needs to be in line with it;
- The school should ensure that any contractor, or any employee of the contractor, who is to work at the school, has been subject to the appropriate level of DBS check and have received safeguarding training appropriate to their roles. If the Headteacher or DSL is not satisfied that appropriate training has been received they should require that school-based training is undertaken. In the case of self-employed contractors it may be necessary for the school to obtain the DBS check;
- Where the school places a pupil with an alternative provision provider written confirmation will be obtained from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff;
- For Initial Teacher Training students the school will obtain written confirmation from the provider that it (the provider) has carried out all pre-appointment checks that the school would otherwise be required to perform.

2.2 Allegations

Any allegations against staff (other than the Headteacher), volunteers, Governors, contractors and visitors that indicate that they may have:

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

will be reported immediately to the Headteacher or the Designated Safeguarding Lead, if the Headteacher is not present. The Headteacher will **immediately** inform the Designated Officer for Allegations in North Somerset (DOFA) (01275 888808) or the **Local Authority Designated Officer in Bath & NE Somerset (LADO) (01225 396810)** following the **guidance KCSIE 2018 and seek advice.**

- If the allegation concerns the Headteacher, the person receiving the allegation will immediately inform the **Chief Executive Officer who will immediately seek the advice of DOFA/LADO**;
- Allegations relating to members of the Trust's central team (other than the Chief Executive) will be reported immediately to the Headteacher or the Designated Safeguarding Lead of the school, if the matter relates to conduct involving a school or pupils at a school. Any other allegations should be reported to the Chief Executive. The allegation will immediately be reported to the DOFA/LADO.
- If the allegation concerns the Chief Executive Officer, the person receiving the allegation will immediately inform the Chair of Board of Trustees by email (Chairoftrustees@LSP.org.uk). They should seek confirmation from the Chair that the information has been received and acted upon. The Chair can also be contacted via the Clerk to Trustees. It is the responsibility of the Chair to **immediately report the matter to the DOFA/LADO and seek advice**;
- The name of any member of staff considered not suitable to work with children will be referred to the Disclosure and Barring Service (DBS) with the

advice and support of Human Resources and in accordance with the DBS Referral Guidelines.

2.3 Creating a culture of Safeguarding and Child Protection

The school recognises that, because of their day to day contact with children, school staff are well placed to observe the outward signs of abuse and that all staff and Governors have a full and active part to play in protecting our pupils from harm. To build a strong culture of Safeguarding and Child Protection the school will:

- Have a Designated Safeguarding Lead for safeguarding and child protection who has undertaken multi-agency Advanced Safeguarding Training as recommended by the North Somerset Safeguarding Children Board/**Bath and NE Somerset Safeguarding Children Board** and updates this training every two years;
- Have a member/s of staff who will act in the Designated Safeguarding Lead's absence who have also received multi-agency training, and who will be familiar with the roles and responsibilities and know the procedures to follow;
- Have a nominated governor responsible for safeguarding who has received **recent training from a qualified source such as the Local Authority or Lighthouse Schools Partnership**;
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at inter agency meetings, strategy meetings and case conferences;
- Raise the awareness of all staff members, Governors and volunteers of the need to safeguard and promote the welfare of children, and of their responsibilities in identifying and reporting possible cases of abuse;
- Ensure that all staff, volunteers and Governors maintain an attitude of 'it could happen here' and when concerned about the welfare of a child always act in the best interest of the child;
- Ensure children know that there are adults in the school whom they can approach if they are worried;
- Embed opportunities in the curriculum and school life for children to develop the skills they need to **recognise when they are at risk and how to get help when they need it - provision will be appropriate to age and may include education about peer on peer abuse, online abuse, Child Sexual Exploitation, Radicalisation and Female Genital Mutilation**;
- **Ensure that filters and safeguards are applied to online content available to pupils and, where applicable, clear guidelines are given on the acceptable use by children and adults of IT equipment**;
- Ensure every member of staff (including temporary, supply staff and volunteers) and the local governing body knows the name of the Designated Safeguarding Lead (DSL) and their deputies responsible for child protection and their role;
- Clearly display the names of the Designated Safeguarding Lead and their deputies so they are clearly visible in the school. In addition, a statement explaining the school's role in referring and monitoring cases of suspected abuse and allegations will be displayed;
- **Adopt an approach of Contextual Safeguarding which considers the wider environmental factors in a child's life that might be a threat to their safety or welfare**;
- **Seek to obtain more than one emergency contact number for each pupil.**

The training of staff, Governors and volunteers is an essential element in

delivering a culture of Safeguarding and Child protection, so the school will:

- Ensure all members of staff complete Basic Awareness training by the Local Authority Safeguarding in Education Officer or other qualified trainer/source (with the permission of the Trust's CEO) in order to understand their responsibilities relating to safeguarding children. Such training should be annually updated;
- Ensure that all staff members are aware of the systems within the school which support safeguarding - this should include the Safeguarding and Child Protection Policy, staff Code of Conduct and the school's Behaviour Policy and Anti-bullying Policy. This information should form part of an induction process for any new member of staff;
- Ensure that all staff members have read part 1 and part 5 of KCSIE September 2018 and that this forms part of an induction process for all new members of staff (the school will keep a record of this and staff will sign to confirm that they have read the guidance);
- Ensure all staff must be aware that they have a professional responsibility to share information to other agencies in order to safeguard children and that they cannot promise a child to keep secrets which might compromise the child's safety or well-being, or that of another;
- Ensure all members of staff have an awareness of types of abuse including Sexual, Physical, Emotional and Neglect and of specific forms of abuse and safeguarding issues such as peer to peer abuse, children missing from education, child sexual exploitation, 'honour-based' violence (HBV), FGM and forced marriage;
- Ensure that all members of staff are aware of their responsibilities under the Prevent Duty and Channel Programme using KCSIE 2018 and receive online (http://course.ncalt.com/Channel_General_Awareness/01/index.html) or face to face training on Prevent;
- Ensure that all members of staff are aware of the duty to report Private Fostering arrangements to the Local Authority (this will normally be discharged by the Headteacher or DSL);
- Ensure that all members of staff are aware of their Mandatory Reporting Duty in relation to Female Genital Mutilation (KCSIE September 2018) (such reports should be made by the directly to the Police).

The school will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour;
- Being vigilant to issues that particularly affect different genders - for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys;
- Recognising that experiences of significant harm may occur in extra-familial contexts, seeking to include these contexts within prevention, identification, assessment and intervention safeguarding activities;
- Ensuring the curriculum helps to educate pupils about appropriate behaviour and consent;
- Ensuring pupils know they can talk to staff about matters that concern them and that those concerns will be taken seriously and dealt with appropriately;
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves.

2.4 Implementing Procedures for Reporting Abuse

There are four categories of Child Abuse: Neglect, Physical, Emotional and Sexual (**full definitions of abuse are set out in KCSIE 2018 and other guidance documents**). Staff are trained to be vigilant of the signs and symptoms and to know to report any concerns to the DSL (or Deputy DSL) **promptly and accurately**.

At the Yatton Schools:

Teaching staff will report concerns on the current school disclosure form and give to the DSL or Deputy DSL promptly. Once all teachers are trained on CPOMS (November 2018) they will report concerns on CPOMS which will also be used to track progress with the referral.

Support staff, admin staff and volunteers will continue to report concerns on the school form which will be recorded onto CPOMS by the DSL or Deputy DSL.

Paper reports will be kept securely in children's files in the DSL's office.

Members of the school community, such as Governors, who do not have access to CPOMS, should raise any child protection concerns directly with the DSL, who will ask them to record their concerns in writing. It will be for the DSL to make sure that the record is added to CPOMS so that all information is held securely and together.

The Definitions, Signs and Symptoms are outlined below:

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, ensure adequate supervision, fail to protect, which is likely to result in the serious impairment of the child's health or development.

Neglect may occur in pregnancy due to substance misuse

Signs and Symptoms not limited to: -

- Voracious appetite
- Child thrives away from home
- Child is unresponsive
- Faltering or static weight gain or growth
- Child left unsupervised
- Smelly and dirty appearance
- Untreated conditions
- Multiple accidents

Physical Abuse: which may include hitting, shaking, throwing, poisoning, drowning, suffocating or otherwise causing physical harm to a child. May be caused when a carer fabricates or induces illness in a child

Signs and Symptoms such as non-accidental bruising to:

- Head
- Trunk/ upper arms
- Inside thighs
- Ears/ cheeks
- Any bruising on a non-mobile infant

Emotional Abuse: the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects of the child's emotional development. It may also involve seeing or hearing the ill treatment of another. (Domestic Abuse), Overprotection, limiting exploration, preventing the child participating in normal social interaction.

Signs and Symptoms not limited to: -

- Faltering growth
- Erratic weight and growth patterns
- Frozen awareness
- Psychosomatic illness
- Developmental delay
- Behavioural signs
- Self-mutilation
- Wetting/ soiling

Sexual Abuse: forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. **Such abuse might include being subject to sexual acts or viewing age inappropriate sexual media content.** The activities may involve physical contact, or not.

Signs and Symptoms not limited to:

- Minor injury on genitals
- Recurring UTI's
- Pregnancy
- STI's
- Sudden onset of behavioural difficulties
- Age inappropriate sexual play or language
- Self-mutilation
- Persistent abdominal pain

Responding to concerns relating to abuse

In responding to concerns and reports of abuse or risk the school will:

- Act swiftly and in accordance with its own policies, the processes set out by the local Safeguarding Children Board and other statutory guidance;
- Understand the responsibility to safeguard children requires that the school will appropriately share any concerns that the school may have about children. This may include contacting the Single Point of Access (SPA), Social Care or the DOFA/LADO who will provide consultation and advice for anyone working with children;
- Notify Social Care immediately if there is an unexplained absence of any pupil who is subject to a Child Protection Plan (or an absence which has been explained by a parent or carer but the school remains concerned);
- Ensure that parents are clearly informed of the school's responsibility for safeguarding and child protection;
- Seek to discuss any concerns about a child with their parents and gain consent to make a referral or an offer of support. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will be taken in order to ensure the child's safety is not placed at risk. If in doubt, the school will consult with Social Care on this point;
- Recognise that all matters relating to child protection are confidential and the Headteacher or Designated Safeguarding Lead/Deputy DSL will disclose personal information about a pupil to other members of staff on a need to know basis only;
- Always undertake to share the intention to refer a child to Social Care unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, the school will consult with Social Care on this point.

2.5 Implementing Procedures for Child Protection

Role of the Designated Safeguarding Lead (DSL)

The DSL and any deputies are most likely to have the complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. When a record of a safeguarding concern is passed to the DSL, the DSL will record the time and date the record of concern was received. The DSL will assess the concern and, taking into account any other safeguarding information known about the child/young person, consider whether it suggests that the threshold of significant harm, or risk of significant harm, has been reached at which point they will make a referral to the referral and assessment team in North Somerset/Bath and NE Somerset. If the DSL is unsure whether the threshold has been met they will contact the Referral and Assessment Team in the relevant Local Authority.

Where the DSL believes that a child or young person may be at imminent and significant harm risk of harm they should immediately call the Referral and Assessment Team:

- North Somerset 01275 888808 or Emergency Duty Team (outside office hours) 01454 615 165.
- Bath & NE Somerset 01225 396312/01225 396313 or Emergency Duty Team (outside office hours) on 01454 615165.

If an immediate police response is required, the DSL should request police assistance via 999.

Where a safeguarding concern does not meet the threshold for social care, the DSL should record how this decision has been reached and should consider whether additional needs of the child have been identified that might be met by a coordinated offer of early help.

Engagement with other agencies

School staff might be required to contribute to multi-agency plans to provide additional support to children. This might include attendance at child protection conferences or core group meetings. The school is committed to providing as much relevant, up to date information about the child as possible, including submitting reports for child protection conference where possible in advance of the meeting.

Concerns about attendance or whereabouts of pupils

Children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zone, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

Where staff have a concern about a child's attendance they should report it to the DSL

who will be best placed to assess the concern in the context of other safeguarding information.

Children missing education (CME) are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education elsewhere. The procedure to follow when a child goes missing from education is set out in the LSP Attendance Policy and states that unexplained absences of one week or longer will be reported to the Local Authority. Any child missing for over 10 days will be reported as a Child Missing Education. The advice of the Safeguarding Children Boards is available here:

North Somerset

http://www.proceduresonline.com/swcpp/northsomerset/p_ch_missing_educ.html

Bath and NE Somerset

http://www.proceduresonline.com/swcpp/banes/p_ch_missing_educ.html?zoom_highlight=missing+in+education

2.6 Information sharing, record keeping and confidentiality

Information sharing is vital in identifying and tackling all forms of abuse. As part of meeting a child's needs, the school understands that it is critical to recognise the importance of information sharing between professionals and local agencies and will contribute to multi-agency working in line with Working Together to Safeguard Children.

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the GDPR / Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are substantiated safeguarding concerns.

Well-kept records are essential to good child protection practice. All concerns, discussions and decisions made and the reasons for those decisions should be recorded on CPOMS or in writing. If in doubt about recording requirements, staff should discuss with the DSL.

The school recognises that confidentiality should be maintained in respect of all matters relating to child protection. Information on individual child protection cases may be shared by the DSL or alternate DSL with other relevant members of Trust or school staff. This will be on a 'need to know' basis and where it is in the child's best interests to do so.

A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or pupils), or promise a child to keep a secret which might compromise the child's safety or wellbeing.

The school will always undertake to share its intention to refer a child to Social Care with their parents / carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation.

3 Whistleblowing (Safeguarding)

The Local Governing Body and the Board of Trustees of Lighthouse Schools Partnership recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or

member of the wider school community) raises a concern about danger or illegality that affects others, for example, pupils in the school or members of the public.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions/inactions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements.

The Local Governing Body and the Lighthouse Schools Partnership would wish for everyone in the school community to feel able to report any child protection/safeguarding concerns through existing procedures within school, including the Trust's own Whistleblowing (Safeguarding) Policy and procedure which is published on the school and Trust websites.

Appendix A

Further information on specific safeguarding issues (source: Annex A, KCSIE 2018)

Children with special educational needs and disabilities

Children with special educational needs and disabilities (SEN) can face additional safeguarding challenges. Local Governing Bodies and Academy Trusts should ensure that all staff are aware that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

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

The school will consider extra pastoral support for children with SEN and disabilities to address these challenges.

The use of reasonable force in schools and colleges

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

'Reasonable' in these circumstances means using no more force than is needed. The use of force may involve either passive physical contact such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. The school will not adopt a 'no contact' policy as this may leave staff unable to fully support and protect children and young people.

The school will adopt a sensible policy which will allow and support staff to make appropriate physical contact.

When using reasonable force to risks presented by incidents involving children with SEND or disabilities or with medical conditions, schools will consider drawing up individual behaviour plans for more vulnerable children which will be agreed with parents/carers.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zone, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school or college's unauthorised absence and children missing from education procedures.

Children with family members in prison

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

Child sexual exploitation

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

Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex
- can still be abuse even if the sexual activity appears consensual
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity Genital
-
- can take place in person or via technology, or a combination of both
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media)
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Child criminal exploitation: county lines

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

- can affect any child or young person (male or female) under the age of 18 years
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Domestic abuse

The government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Homelessness

Being homeless or at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

In most cases school staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

So-called 'honour-based' violence

So-called honour-based violence (HBV) encompasses incidents or crimes which have been

committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators.

It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures.

FGM

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

FGM mandatory reporting duty for teachers

Where FGM has taken place, there has been a mandatory reporting duty placed on teachers. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2016) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence and they should **not** be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college’s designated safeguarding lead (or deputy) and involve children’s social care as appropriate.

The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over.

Forced marriage

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example.) Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk should be a part of a school's or college's safeguarding approach.

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

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

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who may be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the Revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76 which are specifically concerns with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: [Channel Guidance](#).

The school or college's Designated Safeguarding Lead (and any deputies) should be aware that as a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Sexting

‘UKCCIS Guidance: Sexting in schools and colleges, responding to incidents, and safeguarding young people (2017)’ uses the term ‘Youth produced sexual imagery’ instead of ‘sexting’. ‘Youth produced sexual imagery’ includes young people sharing images that they, or another young person, have created of themselves. School staff should make reference to UKCCIS guidance in investigating and reporting such matters.

Sexual violence and sexual harassment between children in schools and colleges

Context

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risk normalising them.

What is sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences in the Sexual Offences Act 2003.

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.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

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

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

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

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 23 in Part 1 of KCSIE. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Further guidance about this issue is available in ‘Sexual violence and sexual harassment between children in schools and colleges (May 2018)’.

Private fostering

The legislation governing private fostering is the ‘Children (Private Arrangements for Fostering) Regulations 2005’ and came into force following the death of Victoria Climbié in 2000. Victoria was privately fostered by her great aunt.

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a ‘grandparent, brother, sister, uncle or aunt’ and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)

Each party involved in the private fostering arrangement has a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start. Not to do so is a criminal offence. Other professionals have a responsibility to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement (‘Replacement Children Act 1989 Guidance on Private Fostering 2005 paragraph 2.6).