



# CHILD PROTECTION/SAFEGUARDING POLICY

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## Child Protection Policy

Ratified by the Governing Body 26 March 2019

To be reviewed (annually) 30<sup>th</sup> September 2020

*The Equality Act 2010 requires public bodies, in carrying out their functions, to have due regard to the need to:*

- *Eliminate discrimination and other conduct that is prohibited by the Act*
- *Advance equality of opportunity between people who share a protected characteristic and people who do not share it*
- *Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.*

*In the development of this policy due regard has been given to achieving these objectives.*

The Governing Body and staff of Beacon Academy (hereinafter referred to as ‘the school’) take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

The responsibilities set out in this policy apply (as appropriate) to all members of the school community including pupils, staff, governors, visitors/contractors, volunteers and trainees working within the school. It is fully incorporated into the whole school ethos and is underpinned throughout the teaching of the curriculum and within the safety of the physical environment provided for the pupils.

As outlined in statutory guidance **Working Together to Safeguard Children 2018**, Safeguarding and promoting the welfare of children is **everyone’s** responsibility. No single professional can have a full picture of a child’s needs and circumstances and **everyone** who comes into contact with children and their families has a role to play in identifying concerns, sharing information and taking prompt action. 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.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

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

**Children includes everyone under the age of 18.**

The school recognises that to ensure the best safeguarding outcomes for its learners, a joined up, multi-agency approach is vital. The school adheres to the NEL Local Safeguarding Children Board Procedures and advice. Our school also recognises, as reflected in ***'Keeping Children Safe in Education September 2019'*** the significant vulnerabilities and additional safeguarding needs of children with SEN and disabilities.

### **Links with other Policies**

The Child Protection policy has obvious links with the wider Safeguarding agenda and staff and governors should always be aware of the impact this policy has on other related issues. For example, when agreeing or reviewing a policy for child protection, links should be made with a range of other guidelines and procedures:

- Educational visits
- Health & Safety
- Behaviour
- Anti-Bullying
- Confidentiality
- Positive Handling
- Attendance
- Safer Working Practice
- Forced Marriage
- Child Sexual Exploitation
- Children as Young Carers
- Inclusion & SEND
- PSHCE and Citizenship
- Children Missing Education
- Female Genital Mutilation
- E-Safety
- Guidance on Exclusions
- Preventing Radicalisation

The School's whistle Blowing/Confidential reporting policies provide guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adult's behaviour.

### **CHILD PROTECTION POLICY**

The Child Protection Policy will be reviewed annually and ratified by the governing body / board of trustees or as events, or legislation requires.

Any deficiencies or weaknesses identified will be remedied without delay.

Academic year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Nominated Governor	Chair of Governors
2019/2020	Jenny Kinnaird	Paul McCready Clare Henshaw	Kath Wheatley	George Krawiec

The school recognises that safeguarding encompasses the duties of child protection and promoting the rights and welfare of children. As such, it is:

- Everyone's responsibility to safeguard children and provide a safe environment in which children can learn.
- All school staff should be prepared to identify children who may benefit from Early Help.
- 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. **(KCSiE 2018)**

And we believe:

- Schools can contribute to the prevention of abuse.
- All children have the right to be protected from harm.
- Children need support that matches their individual needs, including those who may have experienced abuse.

The School will fulfil local and national responsibilities as laid out in the following documents:-

- **Keeping Children Safe in Education – Statutory guidance for schools and colleges, (September 2019)**
- **Working Together to Safeguard Children, July 2018 (Statutory guidance)**
- **Statutory guidance on children who run away or go missing from home or care – January 2014**
- **What to do if you're worried a child is being abused – March 2015**
- **Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers – July 2018**
- **Guidance for safer working practice for those working with children and young people in education settings (Safer Recruitment Consortium October 2015)**
- **Safer N E Lincs (Former LSCB)**
- **Children Act 1989**
- **Education Act 2002 s175/s157**
- **The Teachers Standards 2012 (introduction updated June 2013)**
- **The Counter-Terrorism and Security Act 2015 (section 26 The Prevent Duty)**
- **Female Genital Mutilation Act 2003**
- **Serious Crime Act 2015**
- **Children Missing Education – Statutory guidance for local authorities (DfE September 2016).**

The Policy conforms to locally agreed inter-agency procedures in line with Safer N E Lincs. It is available to all interested parties on our website and on request from the main school office. It should be read in conjunction with other relevant policies and procedures.

### **Overall Aims**

To contribute to the prevention of abusive experiences in the following ways:

- Clarifying standards of behaviour for staff and pupils

- Introducing appropriate work in the curriculum
- Developing staff awareness of the causes of abuse
- Encouraging pupil and parental participation in safeguarding practice
- Addressing concerns at the earliest possible stage

To contribute to the protection of our pupils in the following ways:

- Including appropriate work in the curriculum
- Implementing child protection policies and procedures
- Working in partnership with pupils, parents and agencies
- Ensure all children feel safe, are treated as individuals and their rights, values and beliefs are respected.

To contribute to supporting our pupils in the following ways:

- Identifying individual needs where possible
- Designing support plans and interventions to meet individual needs

The school recognises that safeguarding encompasses the duties of child protection and promoting the rights and welfare of children.

Where there is a concern regarding the welfare of a child, this should be recorded immediately on My Concern. **Jenny Kinnaird – Designated Safeguarding Lead (DSL) needs alerting to every incident and action.** In the absence of the DSL, the incident / concern should be alerted to one of the Deputy DSL's; **Paul McCready or Clare Henshaw** or in the absence of all of the above, the incident should be passed to **the Head Teacher Jason Thurley.**

### **Responsibilities of the Designated Safeguarding Lead/Deputy Safeguarding Lead**

- Our named DSL with lead responsibility and management oversight/accountability for child protection is **Jenny Kinnaird.**
- The DSL is supported by the following appropriately trained designated staff: **Paul McCready** and **Clare Henshaw.** Along with the Head teacher **Jason Thurley,** they are responsible for co-ordinating all child protection activity.
- The DSL must ensure that all staff involved in direct work of vulnerable children, where there are child protection concerns/issues; have access to regular safeguarding supervision.
- Where the school has concerns about a child, the DSL will act as a source of support, advice and expertise to staff on matters of safety and safeguarding, and when deciding whether to make a referral by liaising with relevant agencies.
- The DSL is responsible for referring all cases of suspected abuse to Children's Services (FFAP) Duty and Advice Team. However, KCSiE (DfE 2019) states that anyone in the school setting can make a referral. If this is the case the DSL should be informed as soon as possible, that a referral has been made. ***Wherever possible referrals to FFAP should be done by appropriately trained designated safeguarding staff.***
- The DSL will liaise with the head teacher to inform him of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

- Child Protection information will be dealt with in a confidential manner. A written record will be made of what information has been shared with who and when. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to meet the needs of an individual child and /or family.
- Designated staff must keep detailed, accurate, secure written records of concerns and referrals, which clearly reflect the wishes and feelings of the child.
- If concerns relate to more than one child from the same family at the establishment, then you will add the incident to the other child's file.
- Child Protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child; school will not keep family files. Original files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation.
- Access to these files by staff other than the designated staff will be restricted, and a written record will be kept of who has had access to them and when.
- Designated staff must understand the assessment process for providing Early Help and intervention, for example through locally agreed common and shared assessment processes such as Early Help assessments.
- Designated staff must have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Designated staff must ensure all adults (as appropriate) including each member of staff, trainee and volunteer has access to and understands the school's child protection policy and procedures, including new and part time staff.
- Designated staff must be alert to the specific needs of children in need, those with special educational needs and young carers
- Designated staff must obtain access to resources and attend any relevant or refresher training courses (currently every 2 years)
- Designated staff must encourage a culture of listening to children amongst all staff.
- Designated staff must highlight the importance of demonstrating children's wishes and feelings to all staff and that these are clearly evidenced.

The school recognises that to ensure the best safeguarding outcomes for its learners, a joined up, multi-agency approach is vital. The school adheres to the NEL Safeguarding Children Partnership Procedures and advice.

Our school also recognises, as reflected in '**Keeping Children Safe in Education September 2019**' the significant vulnerabilities and additional safeguarding needs of children with SEN and disabilities.

**Anyone** who has a concern about a child's welfare should follow the referral processes set out in paragraph 22-33 of **Keeping Children Safe in Education 2019**. Staff should expect to support social workers and other agencies following any referral. The Designated Safeguarding Lead (DSL) and deputies will provide support to staff to carry out their safeguarding duties and liaise closely with other services, such as Social Care. The **Teachers' Standards 2012** states that teachers

(which includes head teachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

**All** staff are aware of systems within the school which support safeguarding and these are explained to them as part of the staff induction process. This includes:

- The Child Protection Policy;
- The Behaviour Policy;
- The Code of Conduct;
- The Safeguarding response to children who go missing from education; and
- The role of the DSL, including the identity of the DSL and Deputies.

**All** staff receive appropriate safeguarding and child protection training which is regularly updated. In addition to this, they receive safeguarding and child protection updates (via email, staff bulletins or briefings), as required and at least annually, to provide them with the relevant skills and knowledge to effectively safeguard children.

**All** staff are aware of the referral process for making referrals to children's services and for statutory assessments under the Children Act 1989, particularly S17 (Child in Need) and S47 (a child suffering, or likely to suffer, significant harm)

**All** staff know what to do if a child chooses them to tell them that he / she / they are being abused or neglected. They are aware of who to involve (DSL or Deputy). They are aware that they do not promise to keep it a secret.

**Any** child could benefit from Early Help, but staff should be particularly aware to the potential need to those children who:

- Is disabled and has specific additional needs
- Has Special Educational Needs (whether or not they have a statutory Education, Health and Care Plan)
- Is a young carer
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Is frequently missing / goes missing from care or from home
- Is at risk of modern slavery, trafficking or exploitation
- Is at risk of being radicalised or exploited
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol themselves
- Has returned home to their family from care
- Is a privately fostered child

**All** staff should be aware of the indicators of abuse and neglect so that they are able to identify case of children who may be in need of help or protection. Indicators of abuse and neglect and examples of safeguarding issues are outlined on Page 10.

**What to Do if You are Worried a Child is Being Abused – Advice for Practitioners** provides more information on understanding and identifying abuse and neglect. The NSPCC website also provides useful additional information on abuse and neglect and what to look for.

Staff working with children are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best** interests of the child. Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure, they should **always** speak to the designated safeguarding lead (or deputy).

### **What school staff should do if they have concerns about a child**

If staff have **any concerns** about a child's welfare, they should act on them immediately. If staff have a concern, they should follow the child protection policy and speak to the DSL (or deputy). Options will then include:

- Managing any support for the child internally via the school's own pastoral support processes;
- An early help assessment; or
- A referral for statutory services, for example as the child might be in need, or suffering or likely to suffer harm. [Safer NEL](#)

The DSL or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should speak to the Head Teacher and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the DSL (or deputy) as soon as is practically possible.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Information Sharing: [Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the DSL or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

**Early Help.** If early help is appropriate, the DSL (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

**Statutory Assessments** *Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate*

***the police) is made immediately.*** Referrals should follow the local referral process.  
[Safer NEL](#)

**Children in Need.** A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

**Children suffering or likely to suffer significant harm.** Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation. The online tool [Report Child Abuse to Your Local Council](#) directs to the relevant local children's social care contact number.

**What will the local authority do?** Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:

- The child requires immediate protection and urgent action is required
- The child is in need, and should be assessed under section 17 of the Children Act 1989
- There is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989
- Any services are required by the child and family and what type of services
- Further specialist assessments are required to help the local authority to decide what further action to take
- To see the child as soon as possible if the decision is taken that the referral requires further assessment.

The referrer should follow up if this information is not forthcoming. If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required). If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves. ([Safer NEL – Escalation Policy](#))

## RECOGNISING CONCERNS

Safeguarding is not just about protecting children/young people from deliberate harm. It includes such things as student safety, bullying, racist abuse and harassment, educational visits, intimate care, children missing education and internet safety etc. The witnessing of abuse can have a damaging effect on those who are party to it, as well as the child/young person subjected to the actual abuse, and in itself will have a significant impact on the health and emotional well-being of the child/young person.

Abuse can take place in any family, institution or community setting, by telephone or on the internet. Abuse can often be difficult to recognise as children/young people may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstances change. However, it is important to know the indicators of abuse and to be alert to the need to consult further.

### **Female Genital Mutilation (FGM) Mandatory Reporting Duty for Teachers**

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers**. If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police.

### **Record Keeping**

All concerns, discussions and decisions made in respect of safeguarding concerns, and the reasons for those decisions, should be recorded in writing on **My Concern**, wherever possible. If in doubt about recording requirements, staff should discuss with the DSL (or deputy).

### **Why is all of this important?**

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action.<sup>11</sup> Examples of poor practice include:

- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping;
- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve;
- not sharing information;
- sharing information too slowly; and
- a lack of challenge to those who appear not to be taking action.

### **What school staff should do if they have concerns about another Staff Member who may Pose a Risk of Harm to Children**

If staff have safeguarding concerns, or an allegation is made about another member of staff (including volunteers) posing a risk of harm to children, then:

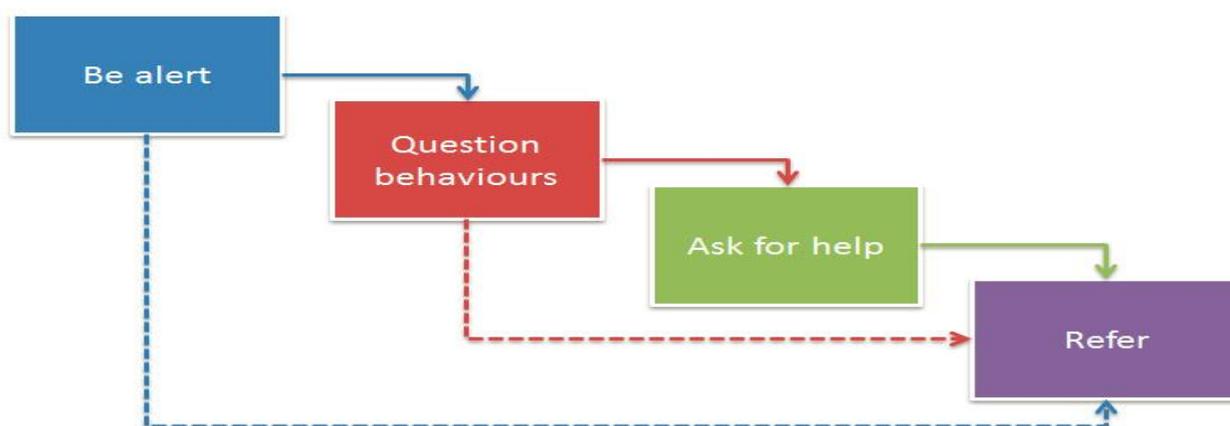
- this should be referred to the Head Teacher;
- where there are concerns/allegations about the Head Teacher, this should be referred to the chair of governors; and
- in the event of concerns/allegations about the Head Teacher, where the Head Teacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority. (LADO)

### **What staff should do if they have concerns about safeguarding practices within the school**

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team. Appropriate whistleblowing procedures, should be put in place for such concerns to be raised with the school's senior leadership team. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance on whistleblowing can be found via: [Advice on Whistleblowing](#).
- The [NSPCC whistleblowing helpline](#) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

**Identifying and responding to abuse/ neglect.** There are four key steps to follow to help you to identify and respond appropriately to possible abuse and/or neglect.



It may not always be appropriate to go through all four stages sequentially. **If a child is in immediate danger or is at risk of harm, you should refer to children's social care and/or the police.** Before doing so, you should try to establish the basic facts. However, it will be the role of social workers and the police to investigate cases and make a judgement on whether there should be a statutory intervention and/or a criminal investigation. You should record, in writing, all concerns and

discussions about a child's welfare, the decisions made and the reasons for those decisions.

**Being alert to signs of abuse and neglect.** The first step is to be alert to the signs of abuse and neglect, to have read this document and to understand the procedures set out in your local multi-agency safeguarding arrangements. You should also consider what training would support you in your role and what is available in your area.

**Questioning behaviours.** The signs of child abuse might not always be obvious and a child might not tell anyone what is happening to them. You should therefore question behaviours if something seems unusual and try to speak to the child, alone, if appropriate, to seek further information.

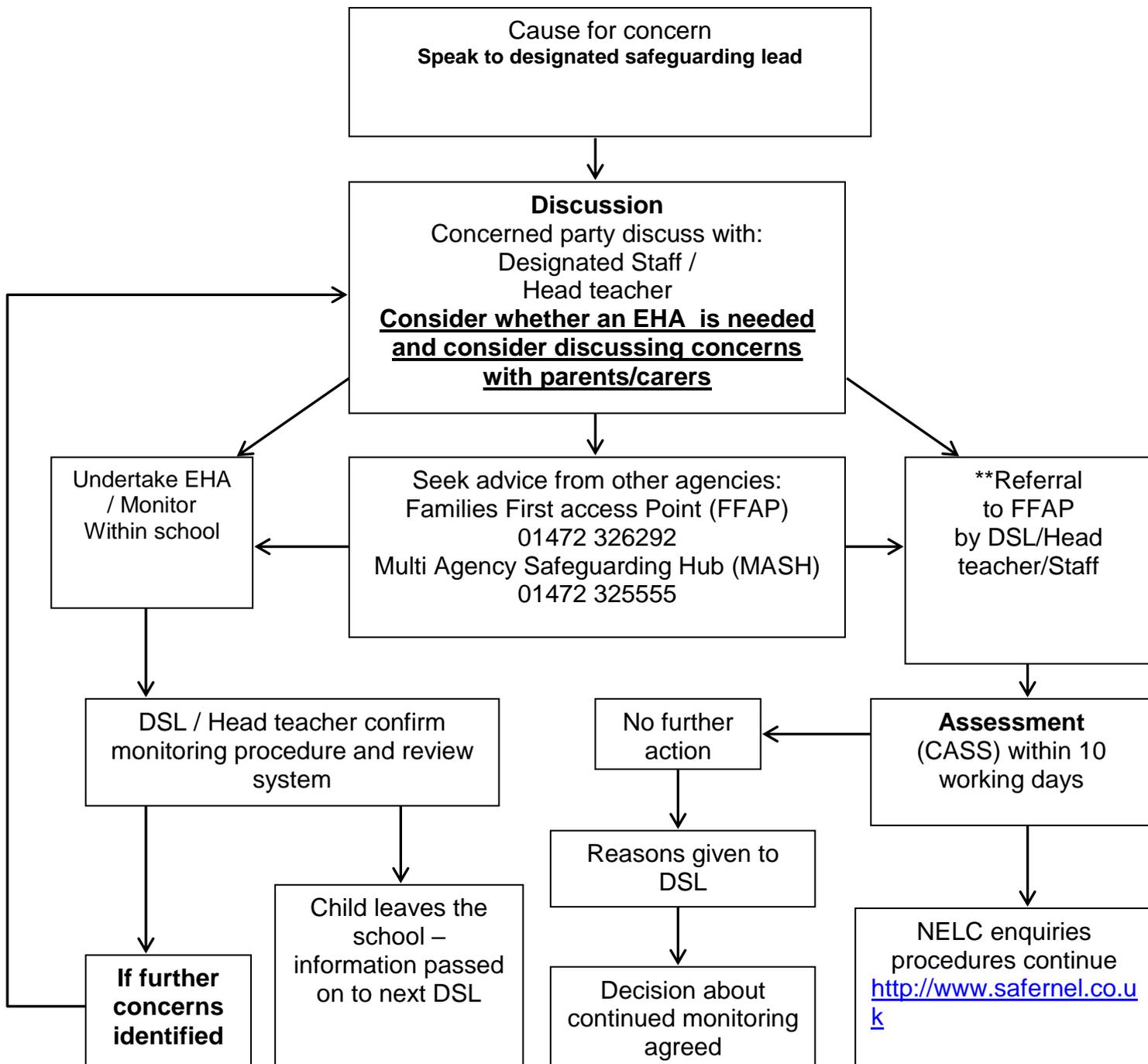
If a child reports, following a conversation you have initiated or otherwise, that they are being abused and neglected, you should listen to them, take their allegation seriously, and reassure them that you will take action to keep them safe. You will need to decide the most appropriate action to take, depending on the circumstances of the case, the seriousness of the child's allegation and the local multi-agency safeguarding arrangements in place. You might refer directly to children's social care and/or the police, or discuss your concerns with others and ask for help. At all times, you should explain to the child the action that you are taking. It is important to maintain confidentiality, but you should not promise that you won't tell anyone, as you may need to do so in order to protect the child.

What to do if you are concerned. If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

- ✓ Do stay calm and listen carefully.
- ✓ Do reassure them that they have done the right thing in telling you.
- ✓ Do not investigate or ask leading questions.
- ✓ Do let them know that you will need to tell someone else.
- ✓ Do not promise to keep what they have told you a secret.
- ✓ Do inform your DSL as soon as possible.
- ✓ Do make a written record of the allegation, disclosure or incident which you must sign, date and record your position.
- ✓ Do not include your opinion without stating it is your opinion.
- ✓ Do refer without delay.

If you are concerned that a member of staff or adult in a position of trust poses a danger to a child or young person or that they might be abusing a child or young person you should report your concerns to the Head Teacher. Where those concerns relates to the Head Teacher however, this should be reported to the Chair of Governors using the school's whistle-blowing policy

**Summary of in-school procedures to follow where there are concerns about a child**



- 1) In cases which also involve a concern or an allegation of abuse against a staff member, see part four of this guidance
- 2) (2)Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process

3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of the [Working Together to Safeguard Children](#)

4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter One of [Working Together to Safeguard Children](#).

5) This could include applying for an Emergency Protection Order (EPO)

## THE INDICATORS OF ABUSE

**Neglect:** Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Examples which may indicate neglect (it is not designed to be used as a checklist):

- Hunger
- Tiredness or listlessness
- Child dirty or unkempt
- Poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Untreated illnesses/injuries
- Pallid complexion
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Neurotic behaviour

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

Examples which may indicate physical abuse (it is not designed to be used as a checklist):

- Patterns of bruising; inconsistent account of how bruising or injuries occurred
- Finger, hand or nail marks, black eyes
- Bite marks

- Round burn marks, burns and scalds
- Lacerations, wealds
- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

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

Examples which may indicate sexual abuse (it is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate.
- Thrush, Persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusually compliant
- Regressive behaviour, Enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises, scratches in genital area

**Emotional abuse:** Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they

communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child in participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment

Examples which may indicate emotional abuse (it is not designed to be used as a checklist):

- Over-reaction to mistakes, continual self deprecation
- Delayed physical, mental, emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self harming, drug or solvent abuse
- Fear of parents being contacted
- Running away / Going missing
- Compulsive stealing
- Masturbation, Appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) may indicate maltreatment.

Reference: *What to do if you are worried a child is being abused (DfE 2018)*

**Child Sexual Exploitation:** Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power, sexual gratification or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

## SPECIFIC SAFEGUARDING CONCERNS

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger. All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals.

***All staff should be clear as to the school's policy and procedures with regards to peer on peer abuse.***

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the DSL (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that school provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here: [Contextual Safeguarding](#).

**Annex A of Keeping Children Safe in Education 2019** contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff who work directly with children should read the annex. (Page 78 - [Annex A of Keeping Children Safe in Education 2019](#))

*(The following safeguarding concerns actual or suspected should be referred immediately to NEL children's services. The concerns featured below are linked to guidance and local procedures which can be found on the SAFER NEL Website:*

### **PROCEDURES**

Some members of our communities hold beliefs that may be common within particular cultures but which are against the law of England NELC does not condone practices that are illegal and which are harmful to children. Examples of particular practices are:

**Forced Marriage:** Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not

consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage. ([Forced Marriage](#))

The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), with pages 35-36 of which focus on the role of schools. School staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fm@fco.gov.uk](mailto:fm@fco.gov.uk).

**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. ([So-called 'honour-based' violence](#))

**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 DSL (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach (see following section).

**Trafficked children/young people:** Child trafficking is a very serious issue which can have a devastating and lasting impact on its victims. Children can be trafficked into, within and out of the UK. "Trafficking of persons" shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs; [Modern Day Slavery](#)

**Missing:** Safeguarding and promoting the welfare of children is a key duty on local authorities and requires effective joint working between agencies and professionals. When a child goes missing or runs away they are at risk. Safeguarding children therefore includes protecting them from this risk. Local authorities are responsible for protecting children whether they go missing from their family home or from local

authority care. Children who are missing can be at risk of Child Sexual Exploitation and Child Criminal Exploitation. Looked after children missing from their placements are particularly vulnerable. [Missing Protocol](#)

**FGM mandatory reporting duty for teachers:** Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) 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 or students, 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. FGM Fact Sheet. 100 Unless the teacher has good reason not to, they should still consider and discuss any such case with the school’s DSL (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. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM](#)

**Abuse linked to Faith and Beliefs:** Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to get rid of the possessing spirit. This is abusive and will result in a criminal conviction for those using this form of abuse even if the intention is to help the child. [Spiritual, Cultural and Religious Beliefs](#)

**Children Missing from Education:** Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. All schools will encourage the full attendance of all children at school. All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school’s unauthorised absence and children missing from education procedures. Where concerns that a child is missing education and/ or because of suspected abuse are raised, these will be reported to NEL children’s services and the Children Missing

from Education Service to effectively manage the risks and liaise with all relevant agencies. [Children Missing from Education](#)

**Children with Special Educational Needs and Disabilities:** Disabled children/young people have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the Every Child Matters outcomes as non-disabled children/young people. Disabled children/young people do however require additional action. This is because they experience greater risks as a result of negative attitudes and 'created vulnerability'. This may lead to disabled children/young people having unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/or communication impairment (Safeguarding Children, DCSF, July 2009). [Disabled Children](#)

School will ensure that all disabled children/young people are listened to and responded to appropriately where they have concerns regarding abuse. In order to do this school will ensure that staff and volunteers receive the relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding the abuse of a disabled child/young person. The DSL must be able to recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact 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; and
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, school should consider extra pastoral support for children with SEN and disabilities.

**Private fostering LA notification when identified:** Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare. A privately fostered child means a child/young person under the age of 16 (18 if a disabled child/young person) who is cared for and provided with accommodation by someone other than:

- a parent
- a person who is not a parent but has parental responsibility
- a close relative

- a local authority

for more than 28 days and where the care is intended to continue. It is a statutory duty for schools to inform the local authority when they are made aware of a child or young person who may be subject to private fostering arrangements. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children. The school should then notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child. [Private Fostering](#)

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

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;

- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

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

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- 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.

### **Child on Child Sexual Violence and Sexual Harassment**

Governing bodies and proprietors should be aware that the department has published detailed advice to support schools and colleges. The advice is available here: [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#) and includes, what sexual violence and sexual harassment look like, important context to be aware of, related legal responsibilities for schools and colleges and advice on a whole school or college approach to preventing child on child sexual violence and sexual harassment.

### **Responding to Reports of Sexual Violence and Sexual Harassment:**

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Pre-planning, effective training and effective policies will provide schools with the foundation for a calm, considered and appropriate response to any reports. This part of the guidance does not attempt to provide (nor would it be possible to provide) detailed guidance on what to do in any or every particular case. The guidance provides effective safeguarding practice and principles for schools to consider in their decision making process.

As with any other form of safeguarding concern all school staff have a duty to report any concern relating to sexual violence or sexual harassment to the DSL or deputy DSL.

If information received indicates a child has suffered, is suffering or likely to suffer significant harm a safeguarding referral will be made to children's social care immediately.

In the event of disclosure, observation or knowledge arising of an incident of sexual violence or sexual harassment the DSL or deputy DSL will immediately refer to the police where a criminal offence is felt to have been committed. Where a criminal offence has not been committed the DSL will work in liaison with children's social care to ascertain the pathway of support to victim and alleged perpetrator. This may include Early Help Assessment.

Parent/carers will be kept informed at all times where it is judged that this will not put the child at further risk of harm.

The victim will never be given the impression that they are creating a problem by reporting sexual violence or harassment.

Confidentiality will not be promised as it will be very likely the concern will have to be shared further.

Ultimately, any decisions are for the school to make on a case-by-case basis, with the DSL (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required. There is support available for schools and colleges. Paragraph 43 and Annex A in the [Sexual Violence and Sexual Harassment between Children in Schools and Colleges](#) advice provides information and links to resources

### **The Immediate Response to a Report – Responding to the Report**

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

As per Part one of *Keeping Children Safe in Education 2019*, all staff should be trained to manage a report. Local policies (and training) will dictate exactly how reports should be managed. However, effective safeguarding practice includes:

- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;
- recognising a child is likely to disclose to someone they trust: this could be **anyone** on the school staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;

- listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc
- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;
- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. School should be aware that notes of such reports could become part of a statutory assessment by children’s social care and/or part of a criminal investigation;
- where the report includes an online element, being aware of searching screening and confiscation advice (for schools) and UKCCIS sexting advice (for schools and colleges). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.
- if possible, managing reports with two members of staff present, (preferably one of them being the DSL or a deputy). However, this might not always be possible; and informing the DSL (or deputy), as soon as practically possible, if the DSL (or deputy) is not involved in the initial report.

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

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

Risk assessments should be recorded (written or electronic) and should be kept under review. At all times, the school should be actively considering the risks posed to all their pupils and students and putting adequate measures in place to protect them and keep them safe. The DSL (or a deputy) should ensure they are engaging with children’s social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The risk assessment at paragraph is not intended to replace the detailed assessments of expert professionals. Any such professional assessments should be used to inform the school’s approach to supporting and protecting their pupils and students and updating their own risk assessment. See paragraph 251 of [Keeping Children Safe in](#)

[Education 2019](#) for action to take following a report of sexual violence and or harassment.

### **Up skirting**

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

### **Sexting**

Sexting is defined as sending or posting sexually suggestive texts/images, including nude or semi-nude photographs. Even though the age for sexual consent is 16, it is illegal to produce, store or share sexual imagery of anyone under the age of 18.

### **When an incident involving youth produced sexual imagery comes in to school:**

- The incident should be referred to the DSL as soon as possible
- The DSL will hold an initial review meeting with appropriate staff members
- There will be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and should be involved in the process, unless there is a good reason to believe that them being involved would put the young person at risk of harm.
- At any point during the process, if there is a concern a young person has been harmed or is at risk of harm, a referral will be made to Children's Social Care and the Police immediately.

In addition to the above:

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

If, during the search, a teacher finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of school discipline. They can also decide whether the material is of such seriousness that the police need to be involved.

**Domestic abuse.** The cross-government definition of domestic violence and abuse is:

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

- psychological;
- physical;
- sexual;
- financial; 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. Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

[NSPCC- UK domestic-abuse Signs Symptoms Effects](#)

[Refuge what is Domestic Violence/effects of domestic Violence on Children](#)

[Safelives: Young People and Domestic Abuse](#)

**Online safety** - As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place. Additional information to support governing bodies and proprietors keep their children safe online is provided on page 93 - Annex C [of Keeping Children Safe in Education 2019](#)

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

Opportunities to teach safeguarding, including online safety, are discussed at paragraph 85-87. Resources that could support schools and colleges include:

- UKCCIS has recently published its [Education for a connected world framework](#). Online safety is a whole school and college issue. The framework aims to support the development of the curriculum and is of particular relevance to PSHE education and Computing. It is designed, however, to be usable across

the curriculum and beyond and to be central to a whole school approach to safeguarding and online safety. It covers early years through to age 18.

- The PSHE Association provides guidance to schools on developing their PSHE curriculum – [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Parent Zone and Google have developed [Be Internet Legends](#) a free internet safety curriculum with PSHE accredited lesson plans and teaching resources for Key Stage 2 pupils.

**Filters and monitoring:** Governing bodies and proprietors should be doing all that they reasonably can to limit children’s exposure to the above risks from the school’s IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place. Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks.

The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty. UK Safer Internet Centre: appropriate filtering and monitoring. The UK Safer Internet Centre has published guidance as to what “appropriate” filtering and monitoring might look like: Guidance on e-security is available from the National Education Network. Support for schools is available via the: schools' buying strategy with specific advice on procurement here: [buying for schools](#).

Whilst filtering and monitoring is an important part of the online safety picture for schools to consider, it is only one part. Governors and proprietors should consider a whole school approach to online safety. **This will include a clear policy on the use of mobile technology in the school or college.** Many children have unlimited and unrestricted access to the internet via 3G and 4G in particular and the school should carefully consider how this is managed on their premises. Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding. See page 93 - Annex C [of Keeping Children Safe in Education 2019](#)

**Homelessness:** Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The DSL (and any deputies) should be aware of contact details and referral routes 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, and in accordance with local procedures, this does not, and should not,

replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis.

However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation: [Statutory Guidance](#)

**Children in the Court System:** Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

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

**Preventing Radicalisation:** Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach. Extremism is the vocal or active opposition to our

fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation<sup>102</sup> 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 extremist 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 might be at risk of radicalisation and act proportionately which may include the DSL (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' wider safeguarding obligations. The DSL and other senior leaders should familiarise themselves with the revised [Prevent duty guidance](#): for England and Wales, especially paragraphs 57-76, which are specifically concerned 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.

**Additional support:** The department has published advice for schools on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

There is additional guidance: [Prevent duty guidance: for further education institutions in England and Wales](#) that applies to colleges. [Educate Against Hate](#), a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

**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](#), and a Channel awareness e-learning programme is available for staff at: [Channel General Awareness](#). The school's DSL (and any deputies) should be aware of local procedures for making a Channel referral. 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 (incorporating sexual violence and sexual harassment, bullying i.e. coercive control.

**Familiar Sexual Harm** 'Child sexual abuse perpetrated or facilitated in or out of the home, the family network, against a child under the age of 18, by a family member, or someone otherwise linked to the family context or environment, whether or not they are a family member. Within this definition, perpetrators may be close to the victim (e.g. father, uncle, stepfather), or less familiar (e.g. family friend, baby sitter)'. Sexual abuse sometimes occurs in conjunction with the other forms of harm, and almost always involves emotional abuse. Sexual abuse can have a long-term impact on emotional, social and educational development and can be linked to the development of mental health issues in later life. Potentially, any child from birth onwards may be subjected to sexual abuse.

**Harmful Sexual Behavior (HSB)**. Where children use sexually explicit words/phrases inappropriate touching, using sexual violence or threats full penetrative sex with other children or adults. Children and young people who develop harmful sexual behavior have usually experienced abuse and neglect themselves. See [NSPCC: Healthy Sexual Behaviour](#) and [SaferNEL](#)

**Peer on Peer Abuse** . All staff should recognise that children are capable of abusing their peers. All staff should be clear about their school's policy and procedures with regard to peer on peer abuse.

Governing bodies and proprietors should ensure that their child protection policy includes:

- procedures to minimise the risk of peer on peer abuse;
- how allegations of peer on peer abuse will be recorded, investigated and dealt with;
- clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported;
- a clear statement that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up";
- recognition of the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously; and
- the different forms peer on peer abuse can take, such as:
- sexual violence and sexual harassment. Part five of this Keeping Children safe in Education guidance sets out how schools and colleges should respond to

reports of sexual violence and sexual harassment; (Page 63 of [Keeping Children Safe in Education 2019](#))

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexting (also known as youth produced sexual imagery): the policy should include the school's or college's approach to it. The department provides [Searching Screening and Confiscation Advice](#) for schools. The UK Council for Child Internet Safety (UKCCIS) Education Group has published [Advice for Schools and Colleges on Responding to Sexting Incidents](#); and initiation/hazing type violence and rituals.

**Children staying with host families (homestay):** Schools quite often make arrangements for their children to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family to whom they are not related. This might happen, for example, as part of a foreign exchange visit or sports tour, often described as 'homestay' arrangements (see Annex E for further details). In some circumstances the arrangement where children stay with UK families could amount to "private fostering" under the Children Act 1989. See Annex E for further information about action that should be taken to alert the local authority in those circumstances. See page 101 - Annex E [of Keeping Children Safe in Education 2019](#)

**The use of 'reasonable force' in schools and colleges:** There are circumstances when it is appropriate for staff in schools 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 the 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. Departmental advice for schools is available at [Use of Reasonable Force in Schools](#).

The Department of Education believes that the adoption of a 'no contact' policy at a school can leave staff unable to fully support and protect their pupils and students. It encourages Head Teachers, principals, governing bodies and proprietors to adopt sensible policies, which allow and support their staff to make appropriate physical contact. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through

drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools can reduce the occurrence of challenging behaviour and the need to use reasonable force.

**Alternative provision and responsibility** – Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil. Schools should obtain written confirmation 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. See Appendix 1

## **Child Protection Records**

Child protection records should be held securely, with access being restricted to the DSL, safeguarding officers and the Head Teacher. The following information must be kept securely with restricted access, whether paper or electronic.

- Chronology
- All completed child protection cause for concerns
- Any child protection information received from the child's previous educational establishment
- Records of discussions, telephone calls and meeting with colleagues and other agencies or services
- Professional consultations
- Letters sent and received relating to child protection matters
- Referral forms sent to FFAP, other external agencies or education based services
- Minutes or notes of meetings, e.g. child protection conferences, core group meetings etc., copied to the file of each child in the family, as appropriate
- Formal plans for or linked to the child, e.g. child protection plans, Early Help Assessments (previously known as Single Assessment), risk assessments etc. A copy of an Early Help Assessment is included in this policy.

Where children leave, the school will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known), within 15 school days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Pupil Information – England) Regulations 2005'. A copy of the chronology must be retained for audit purposes.

There is no need to keep copies of the child protection file, apart from the chronology summary. The exception to this rule will be in any of the following instances:

- Where a child transfers out of area, *(the original file should be retained by the school and a copy sent)*
- Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the pupil's wishes and feelings about their child protection information being passed on, in order that the FE establishment can provide appropriate support. In cases where it is deemed appropriate to transfer child protection records to an FE education establishment, the original file should be retained by the school and a copy sent.
- Where the destination school is not known *(the original file should be retained by the school)*.
- Where the child has not attended the nominated school *(the original file should be retained by the school)*.
- There is any on-going legal action *(the original file should be retained by the school and a copy sent)*.
- Children records should be transferred in a secure manner, for example, by \_\_\_\_\_ hand. When hand-delivering pupil records, a list of the names of those pupils whose records are being transferred and the name of the school they are

being transferred to must be made and a signature obtained from the receiving school as proof of receipt.

- If a pupil moves from our school, child protection records will be forwarded onto the named DSL at the new school, with due regard to their confidential nature. Good practice suggests that this should always be done with a face to face handover and a signed receipt of file transfer obtained for audit purposes by the delivering school.
- If sending by post, children records should be sent, "Special Delivery". A note of the special delivery number should also be made to enable the records to be tracked and traced via Royal Mail.

For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent, and the date sent and/or received. A copy of the child protection chronology sheet will also be retained for audit purposes.

- If a pupil is permanently excluded and moves to an alternative or specialist provision, child protection records will be forwarded onto the relevant organisation in accordance with the 'The Education (Pupil Information – England) Regulations 2005, following the above procedure for delivery of the records.
- If a parent chooses to electively home educate (EHE) their child, the child protection record must be forwarded to Keith Nicholson following the above procedure for delivery of the records.
- Keith Nicholson: Children's Services Adviser & Head teacher of the Virtual School for LAC 01472 – 326176
- When a DSL member of staff resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.
- In exceptional circumstances when a face to face handover is unfeasible, it is the responsibility of the Head teacher to ensure that the new post holder is fully conversant with all procedures and case files.
- All DSL's receiving current (live) files or closed files must keep all contents enclosed and not remove any material.
- All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information refer to the archiving section.

## **Archiving**

Responsibility for the pupil record once the pupil leaves the school

The school that the pupil attended until statutory school leaving age (or the school where the pupil completed sixth form studies) is responsible for retaining the child protection record. The recommended retention periods are 35 years from closure when there has been a referral to CASS. If no referral has been made to CASS, the child protection record should be retained until the child's 25th birthday. The decision of how and where to store these files must be made by the school via the governing body. Due to sensitivity of the information, the records should continue to be held in a secure area with limited access e.g. designated officer.

### **Children's and parents' access to child protection files**

Under the Data Protection Act 1998, a pupil or their nominated representative has the legal right to request access to information relating to them. This is known as a subject access request. Therefore it is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner.

Any child who has a child protection file has a right to request access to it. In addition, the Education (Pupil Information) (England) Regulations 2005 give parents the right see their child's school records. However, neither the child nor the parent has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:

- Could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child or another person; or could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child; or is likely to prejudice an on-going criminal investigation; or
- The information about the child also relates to another person who could be identified from it or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority.

It is best practice to make reports available to the child or their parents unless the exceptions described above apply. If an application is made to see the whole record, advice should be sought from the North East Lincolnshire's Multi Agency Safeguarding Hub. Contact email: [csrs@nelincs.gcsx.gov.uk](mailto:csrs@nelincs.gcsx.gov.uk) telephone: 01472 325555.

The School's reports to child protection conference should be shared with the child, if old enough and parent at least two days before the conference.

### **Safe Destruction of the pupil record**

Where records have been identified for destruction they should be disposed of securely at the end of the academic year (or as soon as practical before that time). Records which have been identified for destruction should be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of the Data Protection Act 1998 or they will contain information which is confidential to school or the Local Education Authority. Information should be shredded prior to disposal or confidential disposal can be arranged through private contractors. For audit purposes the school should maintain a list of records which have been destroyed and who authorised their destruction. This can be kept securely in either paper or an electronic format.

### **The Governing Body**

- The nominated Safeguarding Governor for child protection at the school is **Katherine Wheatley**.
- They are responsible for liaising with the Head teacher / Designated Staff over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils.

- The nominated Safeguarding Governor will support the designated safeguarding lead in their role from the perspective of ensuring the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity.
- The DSL and named safeguarding governor are responsible for providing an annual report to the governing body of child protection activity. The local authority annual review monitoring return for safeguarding should be sufficient as an annual report for governors.
- The DSL must ensure that the annual review child protection monitoring submission is completed and returned in a timely manner to the local authority/NELSCP. The return must be signed by the Chair of Governor's to confirm that it is an accurate reflection of the safeguarding arrangements of the school.
- The governing body should have child protection training every three years, on their strategic responsibilities in order to provide appropriate challenge and support for any action to progress areas of weakness or development in the school's safeguarding arrangements.
- The chair is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Head Teacher.
- In the event of allegations of abuse being made against the Head teacher and/or where the Head teacher is also the sole proprietor of an independent school, allegations should be reported directly to the Local Authority Designated Officer (LADO) within one working day.
- Under no circumstances should the establishment's governors or trustees be given details of individual cases. Governors or trustees may, however, be provided with a report at the end of the academic year, outlining the number of cases dealt with and other statistics which do not identify individual children.
- Governors will ensure that appropriate internet filters and appropriate web-use monitoring systems are in place. Children should not be able to access harmful or inappropriate material from the school or colleges IT system.
- **All paper based disclosures/statements must be submitted to the administration team for secure storage (filing) during the next working day. Under no circumstances should paper based statements be left on the desk of any member of staff or the DSL.**

#### **Working with parents and other agencies to protect children**

- Parents/carers should be aware that our school will take any reasonable action to safeguard the welfare of its pupils. In cases where the school has reason to be concerned that a child maybe suffering significant harm, ill treatment or neglect or other forms of harm staff have no alternative but to follow the NELSCP procedures and contact FFAP/ MASH to discuss their concerns.
- In general, we will discuss concerns with parents/carers before approaching other agencies and will seek consent to inform parents/carers when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. The exception to this rule will be in situations

where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the child.

- Parents/carers are informed about our child protection policy through: school prospectus, website, newsletters etc. A safeguarding/child protection statement is prominent in the school foyer/reception area.

### **Multi-agency work**

- We work in partnership with other agencies in the best interests of the children. Therefore, the School will, where necessary, liaise with the school nurse and make referrals to Children's Social Work Service. Referrals (contact) should be made, by the DSL, to Children's Assessment and Safeguarding Service (CASS) on 01472 325555 - Where a child already has a child protection social worker, the school will immediately contact the social worker involved, or in their absence the principal social worker of the child's allocated social worker.
- We will co-operate with CASS in accordance with the requirements of the Children Act and allow access to child and child protection records for them to conduct section 17 or section 47 assessments.
- The school will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings.
- We will provide reports as required for these meetings. If school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.
- Where a child in school is subject to an inter-agency child protection plan or any multi-agency risk management plan school will contribute to the preparation, implementation and review of the plan as appropriate.

### **The academy uses MyConcern to record all safeguarding concerns.**

Safeguarding is the responsibility of all members of staff. If a student presents a paper-based disclosure/statement: staff must follow the procedure below:

- All paper based disclosures/statements must be read to assess the level of risk to the student.
- All paper based disclosures/statements must be scanned and logged onto MyConcern by the end of the same day.
- The reporting member of staff must inform the Designated Safeguarding Lead (DSL) in person in an appropriate private space as soon as possible.
- If for any reason the staff member reporting is unable access MyConcern, the member of staff must e-mail the designated safeguarding officer (Mrs J.Kinnaird) and copy the Head Teacher (J.Thurley) into the e-mail.

## **Allegations of Abuse made against Teachers and Other Staff**

Duties as an employer and employee. Full guidance can be found at **paragraph 51 of Keeping Children Safe in Education 2019, SCP Procedures, LADO CONCERNS**

This guidance should be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in a school or college that provides education for children under 18 years of age has:

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

This guidance relates to members of staff and volunteers who are currently working in any school regardless of whether the school is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

Employers have a duty of care to their employees. They should ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and, at the same time supports the person who is the subject of the allegation.

### **Initial considerations:**

The procedures for dealing with allegations need to be applied with common sense and judgement. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authority children's social care services. In these cases, local arrangements should be followed to resolve cases without delay.

Some rare allegations will be so serious they require immediate intervention by children's social care services and/or police. The designated officer(s) should be informed of all allegations that come to a school's or college's attention and appear to meet the criteria so they can consult police and children's social care services as appropriate.

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

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence;
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

The Head Teacher (or where the Head Teacher is the subject of an allegation) the chair of governors (case manager), should discuss the allegation immediately with the designated officer(s). The purpose of an initial discussion is for the designated

officer(s) and the case manager to consider the nature, content and context of the allegation and agree a course of action. The designated officer(s) may ask the case manager to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and about the individual's current contact with children. There may be situations when the case manager will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the case manager should discuss the allegations with the designated officer(s) in order to help determine whether police involvement is necessary.

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern, in which case this decision and a justification for it should be recorded by both the case manager and the designated officer(s), and agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager should then consider with the designated officer(s) what action should follow both in respect of the individual and those who made the initial allegation.

The case manager should inform the accused person about the allegation as soon as possible after consulting the designated officer(s). It is extremely important that the case manager provides them with as much information as possible at that time. However where a strategy meeting is needed, or police or children's social care services need to be involved, the case manager should not do that until those agencies have been consulted, and have agreed what information can be disclosed to the accused. Employers must consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the school or college or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension should be considered prior to taking that step).

If there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion should be convened in accordance with the statutory guidance Working Together to Safeguard Children. If the allegation is about physical contact, the strategy discussion or initial evaluation with the police should take into account that teachers and other school and college staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.

**Suspension:** The possible risk of harm to children posed by an accused person should be evaluated and managed in respect of the child(ren) involved in the allegations. In some rare cases that will require the case manager to consider suspending the accused until the case is resolved. Suspension should not be an automatic response when an allegation is reported: all options to avoid suspension should be considered prior to taking that step. If the case manager is concerned about the welfare of other children in the community or the teacher's family, those concerns should be reported to the designated officer(s), children's social care or the police as required. But suspension is highly unlikely to be justified on the basis of such concerns alone.

Suspension should be considered only in a case where there is cause to suspect a child or other children at the school is/are at risk of harm or the case is so serious that it might be grounds for dismissal. However, a person should not be suspended automatically: the case manager must consider carefully whether the circumstances warrant suspension from contact with children at the school or until the allegation is resolved, and may wish to seek advice from their personnel adviser and the designated officer(s). In cases where the school is made aware that the Secretary of State has made an interim prohibition order in respect of an individual who works at the school, immediate action should be taken to ensure the individual does not carry out work in contravention of the order, i.e. pending the findings of the TRA investigation, the individual must not carry out teaching work.

The case manager should also consider whether the result that would be achieved by immediate suspension could be obtained by alternative arrangements. In many cases an investigation can be resolved quickly and without the need for suspension. If the designated officer(s), police and children's social care services have no objections to the member of staff continuing to work during the investigation, the case manager should be as inventive as possible to avoid suspension. Based on assessment of risk, the following alternatives should be considered by the case manager before suspending a member of staff:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned;
- providing an assistant to be present when the individual has contact with children;
- redeploying to alternative work in the school so the individual does not have unsupervised access to children;
- moving the child or children to classes where they will not come into contact with the member of staff, making it clear that this is not a punishment and parents have been consulted; or
- temporarily redeploying the member of staff to another role in a different location, for example to an alternative school within the academy trust.

These alternatives allow time for an informed decision regarding the suspension and possibly reduce the initial impact of the allegation. This will, however, depend upon the nature of the allegation. The case manager should consider the potential permanent professional reputational damage to employees that can result from suspension where an allegation is later found to be unsubstantiated or maliciously intended.

If immediate suspension is considered necessary, the rationale and justification for such a course of action should be agreed and recorded by both the case manager and the designated officer(s). This should also include what alternatives to suspension have been considered and why they were rejected.

Where it has been deemed appropriate to suspend the person, written confirmation should be dispatched within one working day, giving as much detail as appropriate for the reasons for the suspension. It is not acceptable for an employer to leave a person who has been suspended without any support. The person should be

informed at the point of their suspension who their named contact is within the organisation and provided with their contact details.

Children's social care services or the police cannot require the case manager to suspend a member of staff or a volunteer, although they should give appropriate weight to their advice. The power to suspend is vested in the school, or governing bodies of the school who are the employers of staff at the school. However, where a strategy discussion or initial evaluation concludes that there should be enquiries by the children's social care services and/or an investigation by the police, the designated officer(s) should canvass police and children's social care services for views about whether the accused member of staff needs to be suspended from contact with children in order to inform the school consideration of suspension. Police involvement does not make it mandatory to suspend a member of staff; this decision should be taken on a case-by-case basis having undertaken a risk assessment.

### **Confidentiality:**

It is extremely important that when an allegation is made, the school make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The Education Act 2002 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher in a school who has been accused by, or on behalf of, a pupil from the same school (where that identification would identify the teacher as the subject of the allegation). The reporting restrictions apply until the point that the accused person is charged with an offence, or until the Secretary of State or the General Teaching Council for Wales publishes information about an investigation or decision in a disciplinary case arising from the allegation. The reporting restrictions are dis-applied if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a judge lifts restrictions in response to a request to do so.

### **Specific actions:**

Following a criminal investigation or a prosecution. The police should inform the employer and designated officer(s) immediately when a criminal investigation and any subsequent trial is complete, or if it is decided to close an investigation without charge, or not to continue to prosecute the case after the person has been charged. In those circumstances, the designated officer(s) should discuss with the case manager whether any further action, including disciplinary action, is appropriate and, if so, how to proceed. The information provided by the police and/or children's social care services should inform that decision. The options will depend on the circumstances of the case and the consideration will need to take into account the result of the police investigation or the trial, as well as the different standard of proof required in disciplinary and criminal proceedings.

### **On conclusion of a case:**

If the allegation is substantiated and the person is dismissed or the employer ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the designated officer(s) should discuss with the case manager and their personnel adviser whether the school will decide to make a referral to the DBS for consideration of whether inclusion on the barred lists is required; and, in the

case of a member of teaching staff at a school, whether to refer the matter to the TRA to consider prohibiting the individual from teaching.

There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child.

Schools have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- The harm test is satisfied in respect of that individual;
- The individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence; and
- The individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

### **Harm Test:**

A person satisfies the harm test if they may harm a child or vulnerable adult or put them at risk of harm. It is something a person may do to cause harm or pose a risk of harm to a child or vulnerable adult. See disclosure and vetting service website GOV.UK.

Where it is decided on the conclusion of a case that a person who has been suspended can return to work, the case manager should consider how best to facilitate that. Most people will benefit from some help and support to return to work after a stressful experience. Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate. The case manager should also consider how the person's contact with the child or children who made the allegation can best be managed if they are still a pupil or student at the school.

In respect of malicious or unsubstantiated allegations: If an allegation is determined to be unsubstantiated or malicious, the designated officer(s) should refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Head Teacher should consider whether any disciplinary action is appropriate against the pupil or student who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she were not a pupil or student.

### **Managing the situation and exit arrangements**

Resignations and 'settlement agreements'. If the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up in accordance with this guidance. A referral to the DBS must be made, if the criteria are met. Schools and sixth form colleges must also consider whether a referral to the Secretary of State is appropriate - see paragraph 160. If the accused person resigns or their services cease to be used and the criteria are met, it will not be appropriate to reach a settlement/compromise agreement. Any settlement/compromise agreement that would prevent the school from making a DBS referral even though the criteria for referral are met, is likely to result in a criminal offence being

committed. This is because the school would not be complying with its legal duty to make the referral.

It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process. Wherever possible, the accused should be given a full opportunity to answer the allegation and make representations about it. But the process of recording the allegation and any supporting evidence, and reaching a judgement about whether it can be substantiated on the basis of all the information available, should continue even if that cannot be done or the accused does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete, but it is important to reach and record a conclusion wherever possible.

'Settlement agreements' (sometimes referred to as compromise agreements), by which a person agrees to resign if the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, should not be used in cases of refusal to cooperate or resignation before the person's notice period expires. Such an agreement will not prevent a thorough police investigation where that is appropriate.

### **Record keeping:**

Details of allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned. The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time.

The School has an obligation to 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 (further information can be found on the IICSA website). All other records should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer. The Information Commissioner has published guidance on employment records in its Employment Practices Code and supplementary guidance, which provides some practical advice on record retention.

### **References:**

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

### **Timescales:**

It is in everyone's interest to resolve cases as quickly as possible and is consistent with a fair and thorough investigation. All allegations should be investigated as a priority to avoid any delay. Target timescales are shown below: the time taken to investigate and resolve individual cases depends on a variety of factors including the nature, seriousness and complexity of the allegation, but these targets should be achieved in all but truly exceptional cases. It is expected that 80 per cent of cases should be resolved within one month, 90 per cent within three months, and all but the most exceptional cases should be completed within 12 months.

#### **Unsubstantiated or malicious:**

For those cases where it is clear immediately that the allegation is unsubstantiated or malicious, they should be resolved within one week. Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the employer to deal with it, although if there are concerns about child protection, the employer should discuss them with the designated officer(s). In such cases, if the nature of the allegation does not require formal disciplinary action, the employer should instigate appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days.

#### **Learning lessons:**

At the conclusion of a case in which an allegation is substantiated, the designated officer(s) should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the school's or college's procedures or practice to help prevent similar events in the future. This should include issues arising from the decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The designated officer(s) and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.

#### **Recruitment, Selection and Pre-Employment Vetting**

It is vital that schools create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children

#### **Safer recruitment:**

In line with Part three Keeping Children Safe In Education 2019, governing bodies should prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised. The school will have written recruitment and selection policies and procedures in place.

The School Staffing (England) Regulations 2009 require governing bodies of maintained schools to ensure that at least one of the persons who conducts an interview has completed safer recruitment training. Governing bodies of maintained schools may choose appropriate training and may take advice from the local three

safeguarding partners in doing so. The training should cover, as a minimum, the content of this guidance.

This part of the guidance describes in detail those checks that are, or may be, required for any individual working in any capacity at, or visiting, the school. Governing bodies must act reasonably in making decisions about the suitability of the prospective employee based on checks and evidence, including criminal record checks (Disclosure and Barring Service (DBS) checks), barred list checks and prohibition checks, together with references and interview information.

The level of DBS certificate required, and whether a check for any prohibition, direction, sanction, or restriction is required (see paragraphs 121-124 Keeping Children Safe In Education 2019), will depend on the role that is being offered and duties involved. As the majority of staff will be engaging in regulated activity, an enhanced DBS certificate which includes barred list information will be required for most appointments. In summary, a person will be considered to be engaging in regulated activity if, as a result of their work, they:

- will be responsible, on a regular basis in the school, for teaching, training instructing, caring for or supervising children; or
- will carry out paid, or unsupervised unpaid, work regularly in the school where that work provides an opportunity for contact with children; or
- engage in intimate or personal care or overnight activity, even if this happens only once.

For all other staff who have an opportunity for regular contact with children who are not engaging in regulated activity, an enhanced DBS certificate, which does not include a barred list check, will be appropriate. This would include contractors (see paragraphs 118-120 Keeping Children Safe In Education 2019 for further information about contractors) who would have the opportunity for contact with children and who work under a temporary or occasional contract.

**Volunteers** - In the school, a supervised volunteer who regularly teaches or looks after children is not in regulated activity. The government has published separate statutory guidance on supervision in relation to regulated activity (See page 104 - Annex F of Keeping Children Safe in Education 2019). When the school are considering which checks should be undertaken on volunteers, they should have regard to that guidance, together with paragraphs 167-172 of Keeping Children Safe In Education 2019. Under no circumstances should a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity. However, the school may choose to carry out an enhanced DBS check, without barred list information, in certain circumstances (See paragraph 171 of Keeping Children Safe in Education 2019).

In addition to obtaining any DBS certificate as described above, any member of staff who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching. For those engaged in management roles (in independent schools - including academies and free schools) an additional check is required to ensure they are not prohibited under section 128 provisions. See the

'Pre-appointment checks' section from page 36 Keeping Children Safe In Education 2019.

**Regulated activity:** The full legal definition of regulated activity is set out in ***Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012. HM Government has produced a Factual note on regulated activity in relation to children: scope.***

**Regulated activity includes:**

- a) teaching, training, instructing, caring for (see (c) below) or supervising children if the person is unsupervised, or providing advice or guidance on physical, emotional or educational well-being, or driving a vehicle only for children;
- b) work for a limited range of establishments (known as 'specified places', which include schools), with the opportunity for contact with children, but not including work done by supervised volunteers.

Work under (a) or (b) is regulated activity only if done regularly.<sup>44</sup> Some activities are always regulated activities, regardless of frequency or whether they are supervised or not. This includes:

c) relevant personal care, or health care provided by or provided under the supervision of a health care professional:

- personal care includes helping a child with eating and drinking for reasons of illness or disability or in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability;<sup>45</sup>
- health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.

**Employment history and references:**

Employers should always ask for written information about previous employment history and check that information is not contradictory or incomplete. The purpose of seeking references is to allow the school to obtain objective and factual information to support appointment decisions. References should always be obtained from the candidate's current employer. Where a candidate is not currently employed, verification of their most recent period of employment and reasons for leaving should be obtained from the school, college, local authority or organisation at which they were employed.

References should be scrutinised and any concerns resolved satisfactorily, before the appointment is confirmed, including for any internal candidate. Obtaining references before interview, would allow any concerns they raise to be explored further with the referee and taken up with the candidate at interview. They should always be requested directly from the referee and preferably from a senior person with appropriate authority, not just a colleague. Employers should not rely on open references, for example in the form of 'to whom it may concern' testimonials, nor should they only rely on information provided by the candidate as part of the application process without verifying that the information is correct. Where electronic references are received, employers should ensure they originate from a legitimate source.

On receipt, references should be checked to ensure that all specific questions have been answered satisfactorily. The referee should be contacted to provide further clarification as appropriate, for example if the answers are vague or if insufficient

information is provided. They should also be compared for consistency with the information provided by the candidate on their application form. Any discrepancies should be taken up with the candidate.

Any information about past disciplinary action or allegations that are disclosed should be considered carefully when assessing the applicant's suitability for the post (including information obtained from the Teacher Services' checks referred to previously). Further help and advice can be found on the Advisory, Conciliation and Arbitration Service (ACAS) website.

### **Single Central Record:**

The School must maintain a single central record of pre-appointment checks, referred to in the Regulations (paragraphs 148-155 Keeping Children Safe In Education 2019) as the register and more commonly known as the single central record. For requirements for schools in Multi-academy trusts (MATs), see paragraph 147 Keeping Children Safe In Education 2019. The single central record must cover the following people:

- all staff, including teacher trainees on salaried routes (see paragraph 148), agency and third party supply staff Keeping Children Safe In Education 2019 ) who work at the school.
- In the case of academies and free schools, this means the members and trustees of the academy trust.

The bullet points below set out the minimum information that must be recorded in respect of staff members (including teacher trainees on salaried routes). The single central record must indicate whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

- an identity check. Identification checking guidelines can be found on the GOV.UK website;
- a barred list check;
- an enhanced DBS check/certificate;
- a prohibition from teaching check;
- further checks on people who have lived or worked outside the UK (see paragraphs 149 Keeping Children Safe In Education 2019 ); this would include recording checks for those European Economic Area (EEA) teacher sanctions and restrictions described in paragraph 149 Keeping Children Safe In Education 2019 ;
- a check of professional qualifications, where required; and
- a check to establish the person's right to work in the United Kingdom.

In addition:

- colleges must record whether the person's position involves 'relevant activity', i.e. regularly caring for, training, supervising or being solely in charge of persons aged under 18; and
- a section 128 check (for management positions as set out in paragraph 149 Keeping Children Safe In Education 2019 for independent schools (including academies and free schools).

For agency and third party supply staff, the school must also include whether written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate

certificates, and the date that confirmation was received and whether any enhanced DBS certificate has been provided in respect of the member of staff.

Whilst there is no statutory duty to include on the single central record details of any other checks, schools and colleges are free to record any other information they deem relevant. For example, checks for childcare disqualification, volunteers, and safeguarding and safer recruitment training dates. Schools and colleges may also wish to record the name of the person who carried out each check. The single central record can be kept in paper or electronic form.

Details of the records that must be kept are set out in the following Regulations:

- for maintained schools - Regulations 12(7) and 24(7) and Schedule 2 to the School Staffing (England) Regulations 2009 and the School Staffing (England) (Amendment) Regulations 2013 (applied to pupil referral units through the Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007);
- for independent schools - (including academies and free schools and alternative provision academies and free schools): Part 4 of the Schedule to the Education (Independent School Standards) Regulations 2014.

Schools do not have to keep copies of DBS certificates in order to fulfil the duty of maintaining the single central record. To help schools comply with the requirements of the Data Protection Act 2018, when a school chooses to retain a copy, it should not be retained for longer than six months. A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications should be kept for the personnel file. Further information on handling DBS certificate information can be found on GOV.UK.

#### **Individuals who have lived or worked outside the UK:**

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in school. In addition, the school must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered. The Home Office guidance on criminal records checks for overseas applicants can be found on GOV.UK. These further checks should include a check for information about any teacher sanction or restriction that an EEA professional regulating authority has imposed, using the TRA Teacher Services' system. See paragraph 130 for further information on using this service. Although restrictions imposed by another EEA regulating authority do not prevent a person from taking up teaching positions in England, schools should consider the circumstances that led to the restriction or sanction being imposed when considering a candidate's suitability for employment. The department has issued guidance on the employment of overseas - trained teachers. This gives information on the requirements for overseas-trained teachers from the EEA to teach in England, and the award of qualified teacher status for teachers qualified in Australia, Canada, New Zealand and the United States of America.

#### **Agency and third-party staff (supply staff):**

Schools must obtain written notification from any agency, or third-party organisation they use that the organisation has carried out the checks (in respect of the enhanced DBS certificate, written notification that confirms the certificate has been obtained by either the employment business or another such business), on an individual who will

be working at the school that the school would otherwise perform. Where the position requires a barred list check, this must be obtained by the agency or third party prior to appointing the individual. The school must also check that the person presenting themselves for work is the same person on whom the checks have been made.

### **Trainee/student teachers:**

Where applicants for initial teacher training are salaried by the school or college, the school must ensure that all necessary checks are carried out. As trainee teachers are likely to be engaging in regulated activity, an enhanced DBS certificate (including barred list information) must be obtained.

Where trainee teachers are fee-funded, it is the responsibility of the initial teacher training provider to carry out the necessary checks. Schools should obtain written confirmation from the provider that it has carried out all pre-appointment checks that the school would otherwise be required to perform, and that the trainee has been judged by the provider to be suitable to work with children.<sup>68</sup> There is no requirement for the school to record details of fee-funded trainees on the single central record.

### **Existing staff:**

If a school has concerns about an existing staff member's suitability to work with children, the school should carry out all relevant checks as if the person were a new member of staff. Similarly, if a person working at the school moves from a post that was not regulated activity into work which is considered to be regulated activity, the relevant checks for that regulated activity must be carried out. For colleges, an individual moving from a position that did not involve the provision of education to one that does must be treated as if that individual were a new member of staff and all required pre-appointment checks must be carried out (see paragraph 138 Keeping Children Safe In Education 2019 ). Apart from these circumstances, the school is not required to request a DBS check or barred list check.

Schools have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- the harm test is satisfied in respect of that individual;
- the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence; and
- the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

The DBS will consider whether to bar the person. Detailed guidance on when to refer to the DBS, and what information must be provided, can be found on GOV.UK.

Referrals should be made as soon as possible, and ordinarily on conclusion of an investigation, when an individual is removed from regulated activity. This could include when an individual is suspended, redeployed to work that is not regulated activity, dismissed or when they have resigned. When an allegation is made, an investigation should be carried out to gather enough evidence to establish if it has foundation, and employers should ensure they have sufficient information to meet

the referral duty criteria explained in the DBS referral guidance, which can be found on GOV.UK. (see paragraphs 234-235 Keeping Children Safe In Education 2019 for referral in dismissal or resignation situations).

Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002. The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person see paragraphs 126-127 Keeping Children Safe In Education 2019. How to refer can be found on GOV.UK

### **Volunteers:**

Under no circumstances should a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity. Volunteers who, on an unsupervised basis teach or look after children regularly, or provide personal care on a one-off basis in schools and colleges, will be in regulated activity. The school should obtain an enhanced DBS certificate (which should include barred list information) for all volunteers who are new to working in regulated activity. Existing volunteers in regulated activity do not have to be re-checked if they have already had a DBS check (which includes barred list information). However, schools may conduct a repeat DBS check (which should include barred list information) on any such volunteer should they have concerns.

There are certain circumstances where schools may obtain an enhanced DBS certificate (not including barred list information), for volunteers who are not engaging in regulated activity. This is set out in DBS workforce guides, which can be found on GOV.UK. Employers are not legally permitted to request barred list information on a supervised volunteer as they are not considered to be engaged in regulated activity.

The school should undertake a risk assessment and use their professional judgement and experience when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity. In doing so they should consider:

- the nature of the work with children;
- what the establishment knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers;
- whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability;
- whether the role is eligible for an enhanced DBS check; and

Details of the risk assessment should be recorded. It is for the school to determine whether a volunteer is considered to be supervised. In making this decision, and where an individual is supervised, to help determine the appropriate level of supervision schools must have regard to the statutory guidance issued by the Secretary of State (replicated at page 104 - Annex F of Keeping Children Safe in Education 2019 ) This guidance requires that, for a person to be considered supervised, the supervision must be:

- by a person who is in regulated activity;

- regular and day to day; and
- “reasonable in all the circumstances to ensure the protection of children.”

The DBS cannot provide barred list information on any person, including volunteers, who are not in, or seeking to engage in regulated activity.

### **Maintained school governors:**

Governors in maintained schools are required to have an enhanced criminal records certificate from the DBS. It is the responsibility of the governing body to apply for the certificate for any of their governors who do not already have one. Governance is not a regulated activity and so governors do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity.

Proprietors of independent schools, including academies and free schools and proprietors of alternative provision academies:

Before an individual becomes either the proprietor of an independent school or the chair of a body of people which is the proprietor of an independent school, the Secretary of State will:

- carry out an enhanced DBS check; and where such a check is made, obtain an enhanced DBS certificate (either including or not including barred list information as appropriate)
- confirm the individual’s identity; and
- if the individual lives or has lived outside of the UK, where making an enhanced check is insufficient, such other checks as the Secretary of State considers appropriate.

The Secretary of State also undertakes these checks in respect of the chair of governing bodies of non-maintained special schools. The requirement for an enhanced DBS check and certificate is dis-applied for the chair of an academy trust if the academy is converting from a maintained school and the person has already been subject to a check carried out by the local authority.

In the case of an academy trust, including those established to operate a free school, the trust must require enhanced DBS checks on all members of the academy trust, individual charity trustees, and the chair of the board of charity trustees. Academy trusts, including those established to run a free school, have the same responsibilities as all independent schools in relation to requesting enhanced DBS certificates for permanent and supply staff. Where an academy trust delegates responsibilities to any delegate or committee (including a local governing body), the trust must require DBS checks on all delegates and all member of such committees. Academy trusts must also check that members are not barred from taking part in the management of the school as a result of a section 128 direction (see paragraph 128 Keeping Children Safe In Education 2019).

### **Staff Training**

Governing bodies and proprietors should ensure that all staff undergo safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. Induction and training should be in line with advice from the local three safeguarding partners. **SaferNEL - Training** In addition, all staff should

receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Governing bodies and proprietors should recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity should therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.

### **Opportunities to teach safeguarding:**

Governing bodies should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum. This may include covering relevant issues through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education) and/or where delivered, through Personal, Social, Health and Economic (PSHE) education. Whilst it is essential that governing bodies ensure that appropriate filters and monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

All members of staff and volunteers will have access to whole school/establishment safeguarding training at least every three years. Schools/establishments will also, as part of induction, issue information in relation to safeguarding policy and any policy related to safeguarding and promoting children/young people’s welfare to all newly appointed staff and volunteers.

DSL and alternate will undertake further safeguarding training in addition to the whole school training. This will be undertaken at least every two years which updates their awareness and understanding of the impact of the wide agenda of safeguarding issues. This will support both the DSL/alternate to be able to better undertake their role and support the school in ensuring safeguarding arrangements are robust and achieve better outcomes for the pupils/students in the school/establishment. This includes taking part in multi-agency training in addition to safeguarding training.

Governing bodies will have access to safeguarding training and a school/establishment’s named governor for safeguarding will also undertake additional training at least every two years to support their employers’ role in handling allegations against adults who work with children and young people, including our staff and volunteers.

### **Information Sharing**

Information sharing.

Information sharing is vital in identifying and tackling all forms of abuse and neglect. As part of meeting a child’s needs, it is important for governing bodies to recognise the importance of information sharing between practitioners and local agencies. This should include ensuring arrangements are in place that set out clearly the process and principles for sharing information within the school and with the three safeguarding partners, other organisations, agencies and practitioners as required. School staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of

children, whether this is when problems are first emerging, or where a child is already known to local authority children's social care.

It is important that governing bodies are aware that among other obligations, the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Governing bodies should ensure relevant staff have due regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018, and the GDPR. Relevant staff should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.

Governing bodies should ensure that staff who need to share 'special category personal data' are aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

Further details on information sharing can be found:

- in Chapter one of Working Together to Safeguard Children, which includes a myth-busting guide to information sharing;
- at Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers. The seven golden rules for sharing information will be especially useful; and
- at The Information Commissioner's Office (ICO), which includes ICO GDPR FAQs and guidance from the department.

Where children leave the school the DSL should ensure their child protection file is transferred to the new school as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file. Receiving schools should ensure key staff such as DSL's and SENCOs are aware as required.

In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.

## APPENDIX 1

### Updates

1. 1 October 2019 Updates to paragraphs 164 and 165 in attached document Keeping children safe in education.
2. 2 September 2019 The September 2019 version of the keeping children safe in education guidance is now in force and replaces previous versions.
3. 26 June 2019 Added draft guidance for 2019.
4. 19 September 2018 Updated document 'Keeping children safe in education: for schools and colleges'. Paragraph 132 - new link to The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018. Paragraphs 158 and 159 updated to clarify the point at which a school must make a referral to DBS. Updated document 'Keeping children safe in education: for school and college staff (part 1)'. Flowchart titled 'Actions where there are a concern about a child' updated to make it more accessible.
5. 3 September 2018 Updated 'Keeping children safe in education'. Updates include changes to information for all staff (part 1) and the management of safeguarding (part 2) and a new section covering child on child sexual violence and sexual harassment (part 5). Annex H provides a table of all changes.
6. 17 May 2018 Added 2 new guidance documents due to take effect from 3 September 2018.
7. 5 September 2016 Updated 'Keeping children safe in education'. Updates include changes to information for all staff (part 1) and the management of safeguarding (part 2). Annex H provides a table of all changes.
8. 26 May 2016 Added 'Keeping children safe in education: for schools and colleges - guidance from 5 September 2016'.
9. 12 May 2016 Added 'Regulated activity in relation to children: scope' document.
10. 22 July 2015 Both documents updated to reflect the new prevent duty, to emphasise responsibilities concerning children missing from education, and to provide more content on female genital mutilation.
11. 18 June 2015 In 'Regulated activity' section, corrected the link to the factual note on regulated activity in relation to children.
12. 26 March 2015 First published. please refer to:  
NELSCP Local Protocol "Resolution of Professional Disagreements" via  
<http://www.safernel.co.uk>



Form to be disposed of when:

Author's Name and phone number:		Date Completed:	
Service:		Requesting Early Help	Requesting Safeguarding Discussion
Email:		Requesting Children's Disability Service	Requesting Behavioural/SEN Pathway

**SECTION 1 – Initial Meeting with Family (household)** *To be completed by the professional who has identified the need for an assessment.*

*Please complete the following for each child / young person in the household (add additional rows as necessary)*

Full name of each child / young person / family member (inc. parents/carers)	Date of birth (or expected due date if unborn)	PR	Relationship	Male/ Female M/F	Ethnicity (See codes on pg 5)	Religion/First language	Disability (Y/N)	Telephone Number

OFFICIAL (when completed)

<b>Family address, postcode and telephone numbers:</b>								
<b>Family members: Who else is currently involved with the family?</b> (including family that doesn't live in the home)								
<b>Name</b>	<b>Family Member</b> (relationship)	<b>Supporting Who?</b>	<b>Contact details/email address</b>				<b>Consulted in assessment?</b> (Y/N)	
<b>Agencies involved</b> (including all schools, health visitors etc.)								
<b>Agency</b>	<b>Contact name</b>	<b>Supporting Who?</b>	<b>Contact details/email address</b>				<b>Consulted in assessment?</b> (Y/N)	

OFFICIAL (when completed)

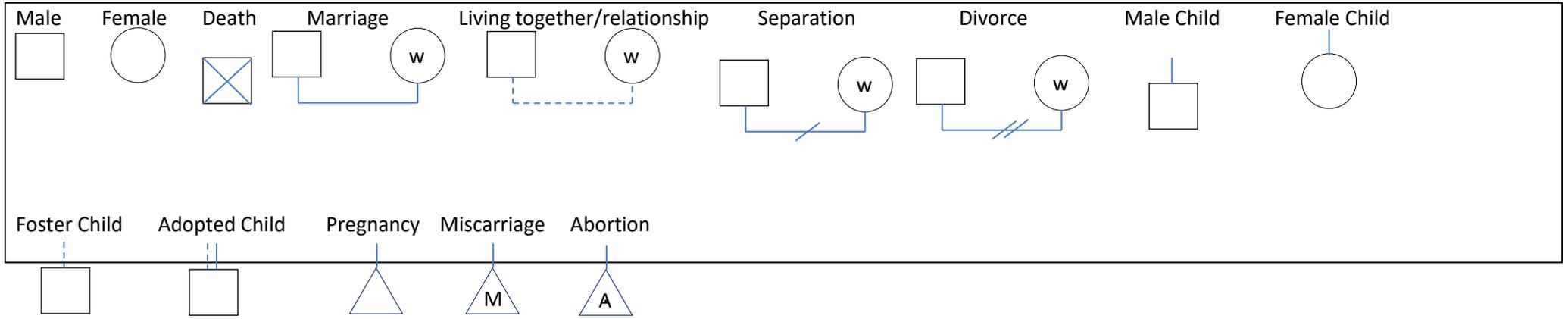
<b>Family Support Network</b> (friends and family that can support the child(ren))				
<b>Name</b>	<b>Relationship</b>	<b>Supporting Who?</b>	<b>Contact details/ email address</b>	<b>Consulted in assessment? (Y/N)</b>

OFFICIAL (when completed)

**Genogram/Family Support Network** (including other significant persons) – See guide to help with completion

Please note, if you are unable to complete this electronically a hand drawn and scanned version is fine. *Please use this to have conversations regarding the quality in the family relationships, who supports who, whose relationship is difficult.*

OFFICIAL (when completed)



OFFICIAL (when completed)

**Information Sharing and Consent**

I understand that the information I have provided to North East Lincolnshire Council regarding my child and family will be recorded and used for the purpose of providing services, support, advice and guidance to my child and family. I agree to my family’s personal information being processed and shared by North East Lincolnshire Council with appropriate partners and organisations to enable them to provide us with services, support, information, advice and guidance in order to achieve a positive outcome for me and my family. North East Lincolnshire Council is the Data Controller for the processing of my personal information and that will process all personal information in accordance with the Data Protection Act.

If your family is assessed as meeting criteria for the National Troubled Families programme, we will share your personal information (including your name and date of birth) with the Department for Communities & Local Government for research purposes. It will not affect your benefits, services or treatments that you get. Your information will be anonymous and handled with care in accordance with the law. We are sharing your information to help improve the services your family and other families receive in the future.

Any information we hold regarding you and your family will be kept confidential, however to ensure the protection and wellbeing of every child, relevant information may be disclosed to appropriate agencies.

<b>Person(s) with Parental Responsibility or young person giving consent</b> (please refer to Fraser competency checklist):	Name:	Signature:	Date:
	Name:	Signature:	Date:
	Name:	Signature:	Date:
<b>Professional Completing Assessment:</b>	Name:	<b>Originating Agency, department and contact details (inc. e-mail address):</b>	

OFFICIAL (when completed)

**Decision Record following Cluster Allocation** (e.g. step up to early help or MASH or step down to Universal Plus or Universal)

*Include named lead to co-ordinate the plan.*

Please e-mail to: [FFAP@nelincs.gcsx.gov.uk](mailto:FFAP@nelincs.gcsx.gov.uk)

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Section 1

## Ethnicity Codes

White – British	<b>WBRI</b>	Mixed White and Black Caribbean	<b>MWBC</b>	Asian or Asian British - Pakistani	<b>APKN</b>	Chinese	<b>CHNE</b>
White – Irish	<b>WIRI</b>	Mixed White and Black African	<b>MWBA</b>	Asian or Asian British - Bangladeshi	<b>ABAN</b>	Any other ethnic group	<b>OOth</b>
White Traveller of Irish Heritage	<b>WIRT</b>	Mixed White and Asian	<b>MWAS</b>	Any other Asian background	<b>AOTH</b>	Refused	<b>REFU</b>
Gypsy / Roma	<b>WROM</b>	Any other mixed background	<b>MOTH</b>	Black or Black British - Caribbean	<b>BCRB</b>	Information not yet obtained	<b>NOBT</b>
Any other white background	<b>WOTH</b>	Asian or Asian British - Indian	<b>AIND</b>	Black or Black British - African	<b>BAFT</b>		

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Section 1

Author's Name and phone number:		Date Completed:	
Service:		Family Name	
Email:			

SECTION 1a – Mapping	
What are we worried about?	What is working well?
<p><b>Harm</b>– Past or present <b>actual</b> harm which has been proven to have occurred</p>	<p><b>Safety</b>- What has been proven and tested to keep the child safe over time – what have they done when the danger has been present and they have kept the child safe?</p>
<p><b>Complicating factors</b> (including any previous involvements):</p> <p>What is making this problem harder to deal with? What are the behaviours which increase the worry? What don't we know?</p>	<p><b>Existing strengths:</b></p> <p>What is working well for the family in relation to the worries or dangers? What are the best things about the parents and the care of the children? Who supports/help the parents and children, any positive aspects of the situation (best questions)</p>

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**SECTION 1b continued – Analysis and Safety Planning** – *Danger/Worry statements and Safety Goals should be themed per worry i.e. Domestic Abuse, Neglect, Health issues, School Attendance etc....*

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Section 2



**SECTION 2 Review or Multi-Agency Review (if appropriate)**

*To be completed by the reviewing professional alongside a review of the family plan. For each review copy and paste*

<b>Safety/Family Plan</b> <b>What are the family members going to do to ensure bottom lines are met (SMART goals)</b>		
<b>How? Specific achievable and realistic</b>	<b>Who?</b>	<b>By When –state Date/month</b>
<b>Multi agency plan (has any interventions been identified, if so what and by who to support the family to support themselves )</b>		
<b>Interventions/review dates</b>	<b>Who by – agency/professional</b>	<b>By when plus date of commencement</b>

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**Please record if the family meet more than one of the 6 troubled families criteria below:**

<p><b>If the child, young person or adult is involved in crime or anti-social behaviour</b> <input type="checkbox"/></p>	<p><b>If the adult or young person is out of work, at risk of worklessness, or at risk of financial exclusion</b> <input type="checkbox"/></p>	<p><b>If the adult, child, or young person has a health problem or a range of health problems</b> <input type="checkbox"/></p>
<p><b>If the child or young person; is not attending school regularly, has been excluded, is home educated, has been presented at the Behaviour and Attendance Collaborative (BAC), or attends an Alternative Provision</b> <input type="checkbox"/></p>	<p><b>Child is assessed as needing early help, a Child in Need, subject to a Child Protection Plan, Looked After, reported as missing, at risk of Child Sexual Exploitation (CSE) or Harmful Sexualised Behaviour (HSB), or a young carer</b> <input type="checkbox"/></p>	<p><b>If a person in the family is experiencing or perpetrating domestic violence/abuse</b> <input type="checkbox"/></p>

# Evidencing of the Voice of the Child

Please provide an example of a case you have worked, or are still involved with where there is a strong evidence of your direct work with the child leading to a positive difference/improved outcomes for them.

<b>System No:</b>	
<b>Age of Child:</b>	
<b>Team:</b>	
<b>Social Worker:</b>	

**Please provide a very brief background into the reason you began work with the child:**

**Describe the tools you used to capture the child's voice, i.e., 3 houses during direct work etc.; and explain what the child said they wanted to happen, ie, their wishes and feelings:**

**Explain how the child was involved in decisions affecting them?**

**Explain the actions that were taken as a result of the child's wishes and feelings:**

**Give a description of the difference made/ successful outcomes achieved for the child as a result of their wishes and feelings listened to and acted upon, and provide details on the child's views on how things had improved:**

OFFICIAL (when completed)

Section 2

Author's Name and phone number:		Date Completed:	
Service:		Family Name	
Email:			

OFFICIAL (when completed)

Section 2

### Section 3 Request for a Safeguarding Discussion

Please use this section if a decision has been made to step the case up to FFAP

If the child has a visible injury please contact FFAP immediately on 01472 326292 option 2 and then complete the body map located on the back page of this form.  
**CONSENT IS NOT REQUIRED IF THE CHILD HAS BEEN HARMED WHICH MAY HAVE BEEN CAUSED BY THE PERSON(S) WHO CARES FOR THE CHILD.**

Please ensure as far as possible that previous sections of this form have been completed to capture worry statements, complicating factors, scaling of worries etc... prior to referral to FFAP

**Given all of the information contained within this Early Help Assessment, what piece of information has triggered this referral to FFAP? (Please attach up-to-date mapping of case, voice of the child etc.)**

#### CONSENT

I agree to the information in this report being provided to the FFAP and for them to share information with other relevant service providers in order to achieve a positive outcome for the needs of my child.

**PARENT/GUARDIAN - SIGNATURE:**

**DATE:**

If consent has been refused, but you still want to proceed with the referral, please outline the reasons why it is necessary and proportionate to make this referral without consent in the space provided below.

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Section 3

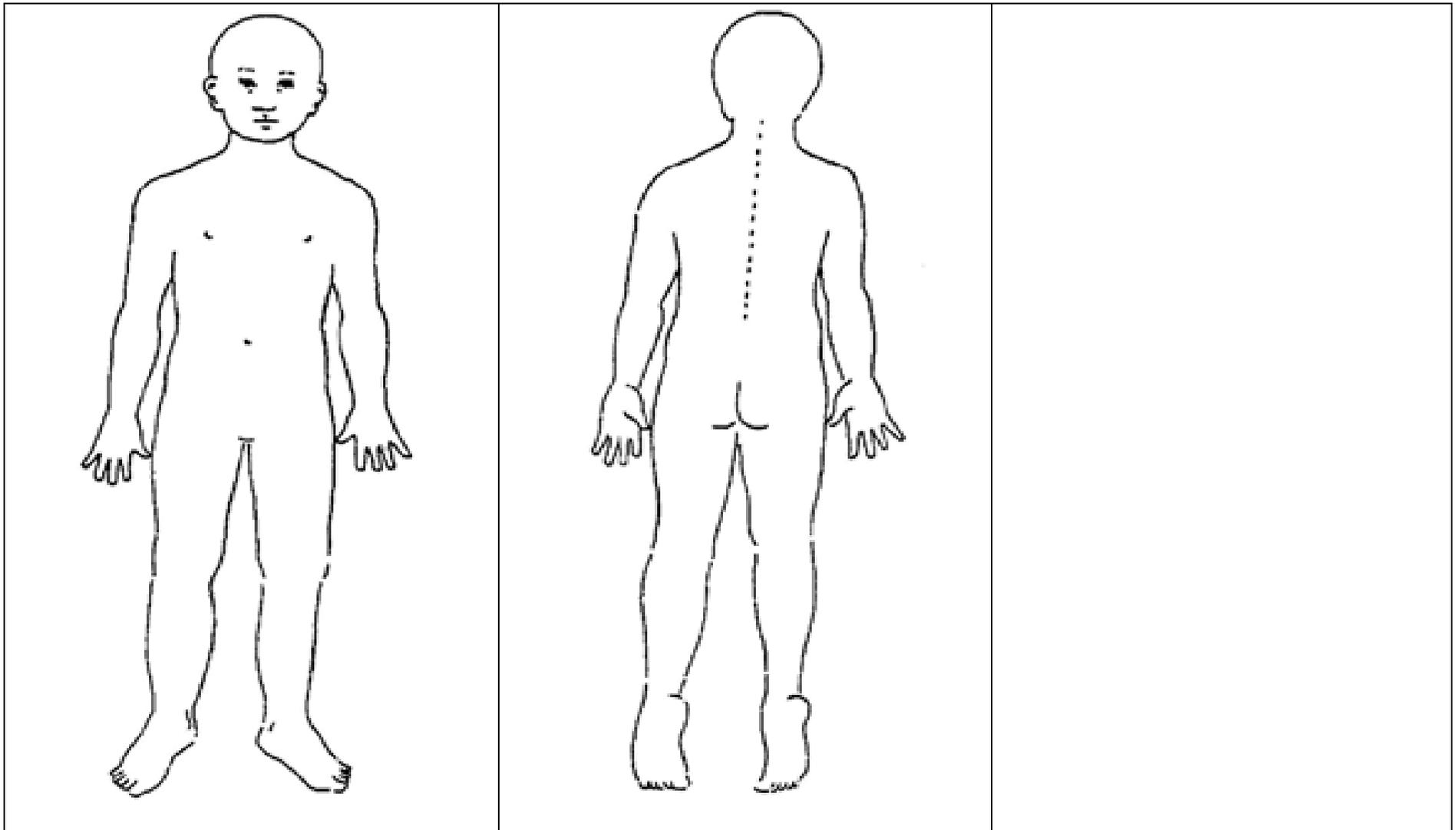
Where appropriate, has the child consented to the referral?

**MARK THE AREA OF THE BODY WHICH HAD THE INJURY**

FRONT	BACK	Description of injury. (size, shape, colour);
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OFFICIAL (when completed)

Section 3



Please e-mail to: [FFAP@nelincs.gcsx.gov.uk](mailto:FFAP@nelincs.gcsx.gov.uk)

OFFICIAL (when completed)

Section 3

**Feedback Sheet** (to be completed by the practitioner completing the assessment)

*Your thoughts on how we can improve this process and form are important to us. Please provide feedback by answering the following questions:*

**Name and agency of person giving feedback:**

**Do you feel that the information the form is asking for is clear?** (please explain your answer)

**Do you feel the process of Early Help assessment is clear?** (please explain your answer)

**How could the Early Help assessment process and form be improved?**

**Are there any aspects of the Early Help assessment process that you feel you would benefit from additional guidance or training on?**

OFFICIAL (when completed)

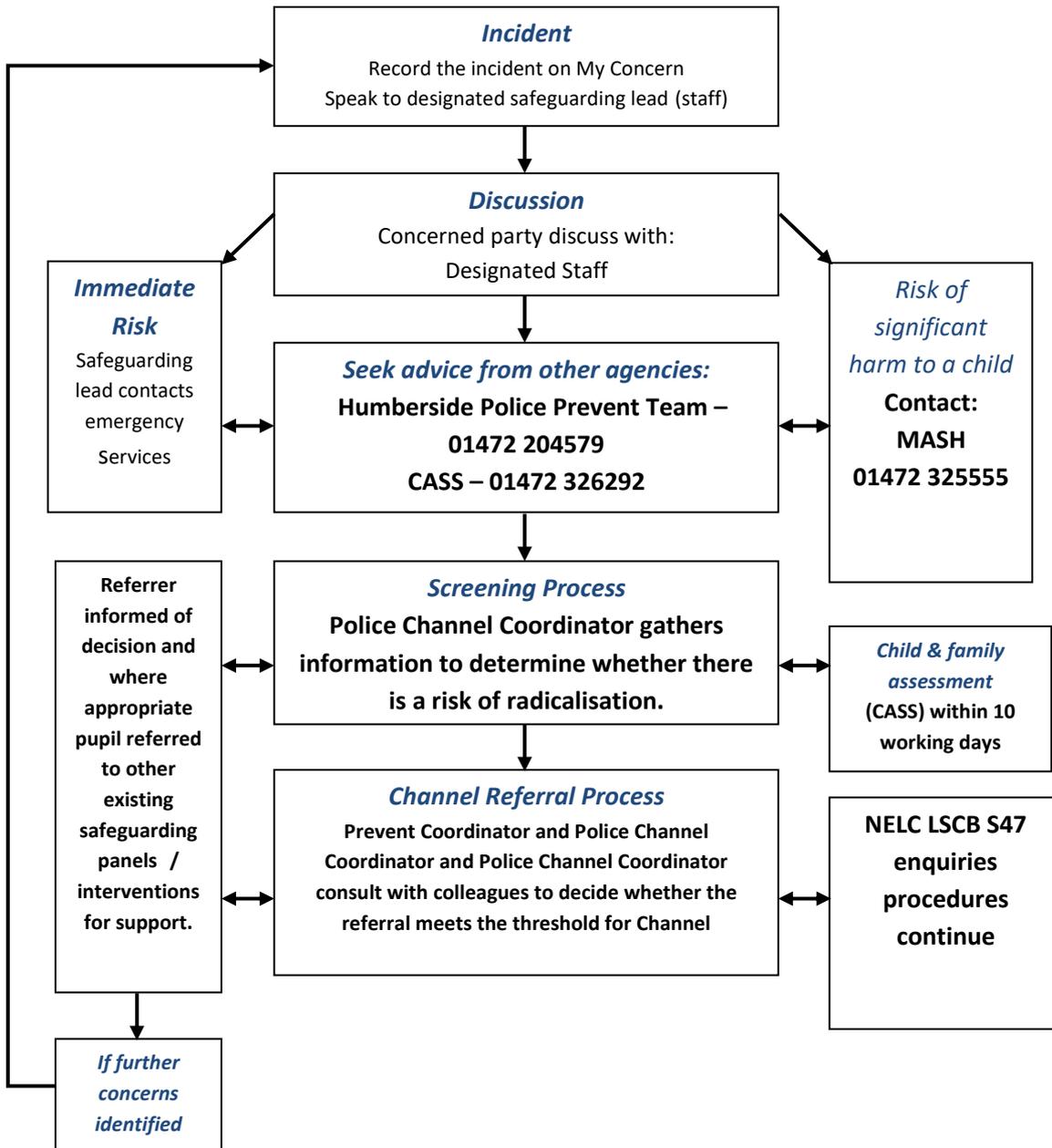
Section 4

### SAFER RECRUITMENT CHECKLIST

<b>FULL NAME</b>		
<b>D.O.B.</b>		
<b>N.I.N.O.</b>		
<b>DBS NUMBER &amp; DATE</b>		Original certificate seen YES / NO Seen by:
<b>DBS BARRED LIST CHECK</b>	Date checked and by whom:	
<b>TEACHER PROHIBITION LIST CHECKED</b>	Date checked and by whom:	
<b>SECTION 128 CHECK COMPLETED</b>	Date checked and by whom:	
<b>IDENTIFICATION SEEN</b>	Please include serial numbers and take photocopy	Date checked: Checked by:
<b>CHILDCARE DISQUALIFICATION DECLARATION</b>		Date checked: Checked by:
<b>WORK PERMIT / VISA REQUIRED?</b>	Include date of expiry if applicable	Date checked: Checked by:
<b>FOREIGN NATIONAL?</b>	Proof of no convictions in home country required. Take photocopy	Date checked: Checked by:
<b>WORKED ABROAD IN THE LAST 5 YEARS?</b>	Proof of no convictions on leaving country required. Take photocopy	Date checked: Checked by:
<b>TEACHER NUMBER</b>		Date checked: Checked by:
<b>QUALIFICATION EVIDENCE</b>	Details of relevant qualifications. Take photocopy of certificates.	Date checked: Checked by:
<b>REFERENCES RECEIVED FROM</b>	Ensure last 5 years covered	
<b>EMPLOYMENT START DATE</b>		
<b>POSITION</b>		
<b>PERSONNEL RECORD CREATED</b>		
<b>S.C.R. UPDATED</b>	Updated by:	

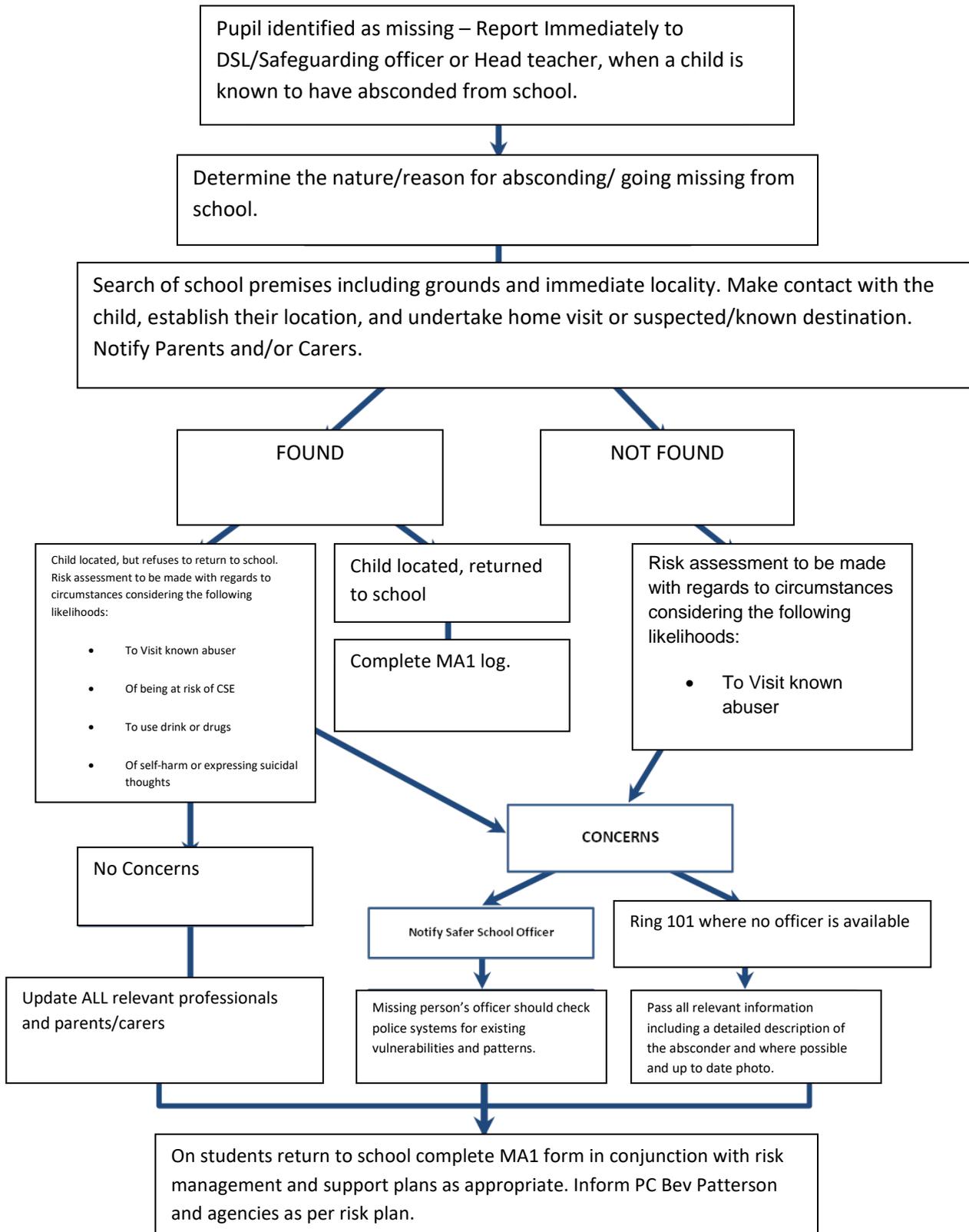
## Radicalisation Response Checklist

Summary of in-school procedures to follow where there are potential radicalisation concerns about a child/member of staff



# Missing from School Response Checklist

;  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550416/Children\\_Missing\\_Education\\_-\\_statutory\\_guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf)



### **Key Persons and Contact information**

<u>Name</u>	<u>Role</u>	<u>Contact Number</u>
Jason Thurley	Headteacher	TEL: 328888 Direct Line: 01472 328433
Jenny Kinnaird	Designated Safeguarding Lead (DSL)	TEL: 328888 Direct Line: 01472 328407
Paul McCready	Deputy DSL	TEL: 01472 328888 Direct Line: 01472 328437
Clare Henshaw		
Kath Wheatley	Safeguarding Governor	TEL:

## Helpful Government Websites

These include:

- Bullying including cyberbullying  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
  - Children missing from Education  
[www.gov.uk/government/publications/children-missing-education](http://www.gov.uk/government/publications/children-missing-education)
  - Child missing from home or care  
[www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care](http://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care)
  - Domestic violence [www.gov.uk/domestic-violence-and-abuse](http://www.gov.uk/domestic-violence-and-abuse)
  - Drugs [www.gov.uk/government/publications/drugs-advice-for-schools](http://www.gov.uk/government/publications/drugs-advice-for-schools)
  - Fabricated or induced illness  
[www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced](http://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced)
  - Faith abuse [www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief](http://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief)
  - Forced marriage [www.gov.uk/forced-marriage](http://www.gov.uk/forced-marriage)
  - Gangs and youth violence  
[www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence](http://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence)
  - Gender based violence [www.gov.uk/government/policies/violence-against-women-and-girls](http://www.gov.uk/government/policies/violence-against-women-and-girls)
  - Hate [www.educateagainsthate.com/](http://www.educateagainsthate.com/)
- Mental health [www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2](http://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2)
- Missing children and adults strategy  
[www.gov.uk/government/publications/missing-children-and-adults-strategy](http://www.gov.uk/government/publications/missing-children-and-adults-strategy)
- Private fostering [www.gov.uk/government/publications/children-act-1989-private-fostering](http://www.gov.uk/government/publications/children-act-1989-private-fostering)
- Sexting [www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/](http://www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/)
- Teenage relationship abuse [www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/](http://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/)
- Trafficking [www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance](http://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance)