

# MoD Schools Overseas

## King Richard School Child Protection and Safeguarding Policy and Procedure

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Headteacher: Richard Sproson

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# **CHILD PROTECTION AND SAFEGUARDING POLICY**

## **Part 1 Child protection**

### **STATEMENT**

The school fully recognises the contribution it can make to support and protect pupils. We will provide a positive school environment which is safe from abuse and in which any suspicion of abuse is responded to promptly and appropriately. If there are circumstances that make any member of staff suspect that a child is suffering from abuse or neglect this must be reported to the Designated Safeguarding Person (DSP) or Deputy, as soon as possible, and at least within the same working day that the concern emerges.

### **PRINCIPLES**

- The child's needs are paramount
- Safeguarding is everyone's responsibility and all staff have an equal responsibility to act on any suspicion or disclosure that a child is at risk of harm
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- We will always listen to children and give him/her a voice
- All staff members need to be aware of these Child Protection procedures, and will receive appropriate support if involved in a child protection issue
- We will aim to identify any issues early and intervene to ensure that children receive the right support at the right time, and to prevent problems escalating

### **THE AIMS OF THE CHILD PROTECTION POLICY**

#### **Prevention**

To ensure a positive school atmosphere; teaching and pastoral support to pupils; assurance that all staff will be appointed in accordance with guidance and safer recruitment practice

#### **Protection**

By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns

#### **Support**

To all pupils and school staff and especially to children who may have been abused

# THE SCHOOL COMMITMENT

Safeguarding and child protection is the responsibility of everyone within the school, although some staff have key responsibilities. We recognise that positive self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult help all children and especially those at risk of, or suffering from, abuse.

Staff will therefore:

- Establish and maintain an ethos where children feel secure, are listened to, and encouraged to talk
- Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty
- Include in the curriculum activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse in the real and on-line worlds
- Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills
- Ensure that every effort will be made to establish effective working relationships with parents, as well as with colleagues from other agencies

## LEGISLATION AND GUIDANCE

The School will fulfil its responsibilities as laid out in the following documents:

- The Children Act 1989 and 2004
- The Education Act 2002 s175 / s157
- Working Together to Safeguard Children (DfE)
- Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE)
- What to do if you are worried a child is being abused (DfE 2015)
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- Prevent Duty, Counter Terrorism and Security Act 2015
- Serious Crime Act 2015
- Disqualification under the Child Care Act 2006

### Associated policy documents

DCYP/MoD Schools Safeguarding Directive  
DCYP/MoD Schools Managing Allegations Against Staff Directive  
Joint Service Publication 834

### Local Command arrangements

British Forces Cyprus (BFC) Safeguarding Board (SB) was established under the authority of the Commander British Forces (CBF) in line with Joint Services Publication (JSP) 834. The BFC SB works within the principles under Section 13 of the Children Act 2004.

BFC SB agrees how local services and professionals should work together to safeguard and promote the welfare of children. The policies and procedures are developed by the BFC SB and its subgroups and are regularly reviewed and updated in line with national legislation, regulations and guidance in the UK primarily the Children Act 1989 and 2004 and Working Together to Safeguard Children. MoD Schools are represented on local Safeguarding Boards/Committees.

The policies, procedures and guidance produced by the BFC SB as Standing Orders are published as an online Child Protection Procedures manual which can be accessed at all times by members of the BFC SB agencies, all related professionals, members of the public, children and young people. The SSAFA Social Work Service, (SSWS) carries the statutory responsibility in BFC; in effect acting as the local social services.

As well as this statutory requirement, schools have a pastoral responsibility towards their pupils and should recognise that pupils have a fundamental right to be protected from harm. Children learn most effectively when they feel secure.

## **ROLES AND RESPONSIBILITIES WITHIN SCHOOL**

### **Key Personnel**

The Designated Safeguarding Person with lead responsibility is **Chris Thomas**

**Contact details**      **0035724748340**      **e-mail: cthomas@kingrichardschoolcyprus.com**

The Deputy Designated Safeguarding Person is **Aiden Grimes**

**Contact details**      **0035724748340**      **e-mail: agrimes@kingrichardschoolcyprus.com**

The nominated Safeguarding Governor is **Nigel Jones**

**Contact details**      **e-mail: nigel.jones108@mod.gov.uk**

The Headteacher is **Richard Sproson**

**Contact details**      **0035724748340**      **e-mail: rsproson@kingrichardschoolcyprus.com**

**The Designated Safeguarding Person (or Deputy) \*** is the first point of contact when there is any safeguarding or child protection concern. They are a member of the Senior Leadership Team and are familiar with Annex B, KCSIE, and have had additional training in safeguarding which is regularly updated; they know the local processes and procedures to follow. They liaise with children's social care or other agencies as appropriate, and make referrals if necessary. There is a clearly defined set of functions associated with this role.

**The School Governance Committee** has a nominated Safeguarding Governor who also undertakes additional training in safeguarding. The SGC ensures the school has relevant policies and procedures in place and challenges the school on its safeguarding practice.

**The Headteacher** ensures that the safeguarding policy and procedure are understood and being implemented by staff.

**All Staff** have a key role in identifying concerns early and providing help for children. They are trained to recognise the signs of abuse, neglect and exploitation and know what to do if they have a concern, clearly articulated in the child protection policy.

**\*The specific responsibilities of the Designated Safeguarding Person are:**

- To have sound knowledge of, and to follow, local Command procedures for child protection
- To ensure that all staff report any concerns about children or suspicion of child abuse to the DSP
- To co-ordinate consultation and action within the school
- To make referrals of all cases of suspected child abuse to Children's Social Care
- To liaise with other agencies and co-ordinate the most appropriate school representative to attend Child Protection conferences/reviews/core groups and related meetings
- To monitor the transfer of pupils and their records, maintaining contact with other relevant schools where there is more than one child in the family
- To attend a range of safeguarding related training, e.g. Level 3 (multi-agency) training; Prevent; early help; child protection case conferences; domestic abuse; FGM
- To ensure that all staff have knowledge about Command procedures through school based INSET and the implementation of a school policy which includes an internal procedure. Facilitating regular updates on current safeguarding/child protection issues annually as a minimum
- Be aware of all school Outdoor Educational Visits and Residentials, and clarify with Outdoor Visits Coordinators their role and responsibility in connection with Child Protection

**Key contacts for Multi-agency partners**

**It is the school's duty to immediately inform Children's Social Care of any cases of suspected or actual abuse.**

SSAFA Social Work Service (Cyprus, Brunei, Falklands)

Educational Social Work Service

Army Welfare Service

## **DEFINITION OF ABUSE AND NEGLECT AND KEY INDICATORS**

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse may be committed by adult men or women and by other children and young people.

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

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or

hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

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

### **Indicators of abuse – what you might see**

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for his/her age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed. It is very important that you report your concerns straight away – you do not need 'absolute proof' that the child is at risk.

### **If you suspect a pupil is at risk of harm**

There will be occasions when you suspect that a pupil may be at risk, but you have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or you may have noticed physical but inconclusive signs. In these circumstances, you should try to give the pupil the opportunity to talk. If, following your conversation, you remain concerned; you should discuss your concerns with the DSP.

## DEALING WITH DISCLOSURES

If a pupil talks to you about any risks to their safety or wellbeing you will need to let them know that, to be able to help them, you must pass the information on – staff are not allowed to keep secrets.

If a child discloses:

- Reassure the child that they have been taken seriously
- LISTEN – do not put words into the child's mouth
- Give the child time – do not stop the child in mid-flow
- To clarify information – use the words Tell, Explain, Describe (TED) to avoid drifting into an investigative interview
- Note the timing and record accurately, using the child's own words
- Know the limit of your role and pass on the information appropriately
- Do not allow the child to believe you will keep the disclosure secret

## PROCEDURES TO FOLLOW IF A MEMBER OF STAFF IS CONCERNED ABOUT A CHILD

- Report concerns to the Designated Safeguarding Person or Deputy, or in case of the absence of the DSP and Deputy, directly to the Headteacher or Deputy Headteacher as soon as possible and at least within the day the concern emerges
- Record using the MyConcern safeguarding software or website <https://myconcern.education> your concern and let the DSL know you have done so. If in the event that is not available, complete a Record of Concern Form (copies are located in the staff room) stating concerns/disclosure in a factual manner and using the child's own
- The DSP / Headteacher will discuss concerns with parents, unless to do so would place the child at greater risk
- The DSP / Headteacher may approach the Statutory Social Care Provider for advice or the school's Senior Education Social Worker
- The DSP will make the referral if necessary
- Any member of staff can make a referral if you consider it is not being managed appropriately or if for some reason the DSP/Deputy/Headteacher is not contactable.

## REFERRAL TO CHILDREN'S SOCIAL CARE AND NOTIFYING PARENTS

The DSP will make a referral to Children's Social Care if it is believed that a pupil is in need, is suffering, or is at risk of suffering, significant harm. The aim will always be to make a referral with consent, and for the pupil and parents to be informed that a referral is being made. The exception to that is if the DSP believes that to do so would increase the risk to the child, in which case the referral may be made without consent. It is important to note that any member of staff can make a referral if they are concerned about the way in which the case is being managed, or if for an unforeseen reason the DSP or Deputy DSP is not available.

# MANAGEMENT OF ALLEGATIONS AGAINST STAFF

There are occasions when pupils accuse staff of abuse or misconduct. It may also be that staff observe inappropriate behaviour by another staff member or volunteer. You must report the matter without delay to the Headteacher. All allegations will be treated seriously and investigated fully. The Headteacher will then follow the DCYP/MOD policy directive 3.2.2. Procedure for Managing Allegations against Staff, and will contact the Safeguarding Manager for MoD Schools mobile 0172 2000964. The matter will be dealt with confidentially while at the same time adhering to the requirement to report any relevant matters in the interests of the child/ren. If there are Local Command procedures in place, these will also be followed, which may include contact with the Allegations Management Officer (known as a Designated Officer in the UK).

If the allegation is made against the Deputy Headteacher it must be reported directly to the MOD Schools Named Senior Officer for Safeguarding, who is the Assistant Director of Targeted Services mobile 01722 000992 or military 794048, or alternatively the Principal Officer for Education, who will then initiate procedures as previously described.

<https://www.defencegateway.mod.uk>

## ABUSE OF POSITION OF TRUST

Under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity in the real or digital worlds between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent. Staff receive training on how to identify grooming behaviour. Any such concerns must be reported to the Headteacher as outlined in the previous paragraph on managing allegations against staff.

## CHILD PROTECTION IN SPECIFIC CIRCUMSTANCES

### Special Educational Needs and Disabilities

Children and young people with special educational needs and disabilities (SEND) can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- difficulties may arise in overcoming communication barriers.

The school identifies pupils who might need more support to be kept safe or to keep themselves safe by having a strong pastoral system and working closely with parents and other professionals as appropriate.

### Bullying

Bullying can be direct (physical, verbal, non-verbal) and/or indirect (cyber-bullying/e.safety). All bullying is a safeguarding issue (for example pupil behaviour and pastoral care) and can also be a potential child protection concern (under the Children Act 1989, if there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'). The School has an anti-bullying policy, children and young people are encouraged to talk to staff about any concern, will be



supported, and any underlying issue will be tackled. The School will work with key partners as appropriate.

The school follows 'Preventing and Tackling Bullying – Advice for Head Teachers, Staff and Governing Bodies', July 2017.

### **Protecting children from radicalisation**

The school knows about the Government's 'Prevent' strategy and, in accordance with the guidance 'Keeping Children Safe in Education', works to protect children from the risk of radicalisation through the teaching of British values and by being alert to behaviour which could indicate they may be in need of help or protection. All staff undertake as a minimum Channel training, the DSP will in addition undertake Prevent training. Staff will pass any concern on to the DSP, as with any other safeguarding concern. The DSP will cooperate with local Safeguarding Board/Committee process and procedure to identify and refer concerns.

### **Female Genital Mutilation (FGM)**

The school has a mandatory reporting duty under Section 74 of the Serious Crime Act 2015 to report to the police where they discover that FGM appears to have been carried out on a girl under 18. All staff undertake the Home Office approved training on FGM, and are alert to the potential indicators that a girl may be at risk of FGM, or has already suffered FGM. They are responsible directly for passing this information onto the Police, and will also alert the DSP as outlined in the child protection procedure.

### **Child sexual exploitation (CSE)**

CSE is a form of sexual abuse where children are sexually exploited for money, power 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 does not 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. The School is alert to CSE, staff will contact the DSP for advice, who will contact Children's Social Care if they have a concern a young person is at risk of, or already a victim of, CSE.

### **'Honour-based' violence (HBV)**

HBV encompasses 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. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. The School is alert to HBV; staff will contact the DSP for advice, who will contact Children's Social Care if they have a concern about HBV.

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151

### **Peer on peer abuse**

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting.

Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

The school believes that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

The school will support the victims of peer on peer abuse using a range of strategies. Victims are given a number of routes to report peer on peer abuse such as the Epraise system, a number of peer mentors, stipulated staff and a tutoring that is based around ensuring all students feel comfortable with approaching a member of their tutor team or the Senior Leadership Team. The key theme around this is educating the students into understanding that they have not done anything wrong and this supports the message that forms part of the Social Moral Spiritual and Cultural (SMSC) curriculum that is both discreet and permeates whole school practice. We also ensure that the voice of the young person alleged to have carried out the peer abuse is educated on their responsibilities as is appropriate.

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in August 2016: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'. Creating and sharing sexual photos and videos of under-18s is illegal and is complex for the school to manage. The advice supports us in tackling the range of issues which these incidents present, in a balanced and proportionate way, including responding to disclosures, handling devices and imagery, risk assessing situations and involving other agencies.

There is no clear definition of sexting but the school accepts the phrase introduced by UKCCIS of 'youth produced sexual imagery' and uses this instead of 'sexting' because:

- 'Youth produced' includes young people sharing images that they, or another young person, have created of themselves.
- 'Sexual' is clearer than 'indecent.' A judgement of whether something is 'decent' is both a value judgement and dependent on context.
- 'Imagery' covers both still photos and moving videos.

### **Children with sexually harmful behaviour**

The management of children and young people with sexually harmful behaviour is complex and the DSP will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

## Private fostering

Schools play an essential role in identifying privately fostered children. Although most children in private fostering situations are likely to be safe, in some private fostering arrangements there are clear safeguarding issues and children and young people effectively have no one who is concerned for their safety or welfare.

A private foster carer is someone *other than* a parent or a close relative who cares for a child for a period of 28 days or more, in agreement with the child's parent. It applies only to children under 16 years, or under 18 if they are disabled. Private foster carers can be part of the child's wider family, a friend of the family, the parents of the child's boyfriend or girlfriend or someone unknown but willing to foster the child. A cousin, great aunt or a co-habitee of a mother or father would therefore be a private foster carer. Close relatives - a grandparent, a brother or sister, an aunt or an uncle, a step parent - are *not* private foster carers.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. However, parents and carers often do not tell professionals or agencies about such arrangements; they may not be aware that they need to, or they chose not to tell agencies about these arrangements.

Children's Social Care are **not** involved in making private fostering arrangements but are responsible for checking that the arrangements are suitable for the child. The School will notify Children's Social Care if they become aware a child or young person is being privately fostered. This will help protect the child against abuse or neglect and provide some reassurance that the child is being looked after properly.

## Looked after children

Children may be looked after as a result of abuse or neglect or, within the context of overseas schools, to support a short term crisis in the family. The school is aware that looked after children are additionally vulnerable and will work together with carers (and parents as appropriate), together with Children's Social Care to ensure their needs are understood and met.

## CONFIDENTIALITY AND SHARING INFORMATION

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil, parents and staff involved but also to ensure that information is not compromised in the event of a criminal investigation. Staff should only discuss concerns with the DSP, Headteacher, or Targeted Services staff, unless they believe the matter is not being appropriately managed, in which case they can discuss directly with Children's Social Care.

Child protection information will be stored and handled in line with Data Protection Act 1998 principles.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a parent to see child protection records, they should refer the request to the DSP. The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

## RECORDS AND MONITORING

Well-kept records are essential to good child protection practice. As part of this process the school have recently began to use the MyConcerns software that provides a comprehensive repository of concerns; helps ensure that concerns are followed up; helps make links that can assist school in addressing trends and therefore further enhances safeguarding throughout school. The School is clear about the need to record any concerns held about a child or children within our setting, on the understanding that:

- All written information concerning child protection is kept securely in a central file held by the DSP
- All written information should be dated and timed and should only contain factual information that cannot be misinterpreted, using the child's own words as far as possible
- Any third party involvement should be clearly acknowledged
- All CP records should be kept separate from school educational files
- When a child transfers to another school, the information will be transferred to the new school's DSP immediately, taking the necessary steps to ensure its security in transit

The use of the MyConcerns software assists with the points above.

<https://myconcern.education>

## WORKING WITH PARTNER AGENCIES

No one agency alone can safeguard and protect children. Professionals need to work together and share information appropriately. Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (*Data Protection Act 1998, European Convention on Human Rights, Article 8*). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. The school works to the Government guidance 'seven golden rules for information sharing', and in accordance with Safeguarding Board protocols.

## SUPPORTING PUPILS AT RISK

The School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. The school may be the only stable, secure and predictable element in the lives of children at risk.

This school will endeavour to support pupils through:

- the curriculum, to encourage self-esteem and self-motivation
- the school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued
- the implementation of a school behaviour management policy
- a consistent approach, which recognises and separates the cause of behaviour from that which the child displays, this is vital to ensure that all children are supported within the school setting
- regular liaison with other professionals and agencies who support the pupils and their families
- a commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so
- the development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations

# VULNERABLE GROUPS

The School recognises that some groups of children are more susceptible to risks than others, and may experience poorer outcomes if their needs are not met. Identifying and supporting individual children and young people within these vulnerable groups is a priority. Groups include:

Children with SEN and disabilities  
Children with English as an Additional Language  
Children missing education  
Children who are 'in need' or who have 'child protection plans'  
Children in care  
Children at risk of sexual exploitation  
Children at risk of female genital mutilation, honour based violence, forced marriage  
Children placed for adoption or who are adopted  
Young carers  
Some minority ethnic children  
Lesbian, gay and bisexual pupils  
Transgender pupils  
Pupils who are pregnant  
Children at risk of being drawn into extremism

## Part 2 Safeguarding

### Statement

The School recognises its moral and statutory responsibility to safeguard and promote the welfare of all pupils, and to protect them from harm in both the real and on-line worlds. The policy and procedures contained in this document apply to all staff, volunteers and SGC members.

**Safeguarding** and promoting the welfare of children refers to

- the process of protecting children from abuse or neglect
- preventing the impairment of health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- helping children to enter adulthood successfully

**Child protection** is part of safeguarding and refers specifically to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering, significant harm.

**(Based on Working Together Guidance)**

### Principles

Our core safeguarding principles which apply to all staff, volunteers and SGC members are:

- Children come first, their welfare and safety is of paramount importance
- It is the responsibility of all staff, volunteers and SGC members to safeguard and promote the welfare of children

- The educational environment we provide for children will be safe, secure and caring where they will be valued as individuals
- We will aim to identify any issues early and intervene to ensure that children receive the right support at the right time
- We will be alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support and protection
- These principles extend beyond the school gates to include off-site and residential visits
- We will all maintain an attitude of “it could happen here” where safeguarding and child protection is concerned
- Policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an interim review

## Aims

- To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children
- To ensure consistent and good practice is embedded across the school
- To use this document as a point of reference when there are safeguarding concerns and to regularly review its effectiveness

## Legislation and Guidance

The School will fulfil its responsibilities as laid out in the following documents:

- The Children Act 1989
- The Education Act 2002 s175 / s157
- Working Together to Safeguard Children (DfE)
- Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE)
- What to do if you are worried a child is being abused (DfE 2015)
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- Prevent Duty, Counter Terrorism and Security Act 2015
- Serious Crime Act 2015
- Disqualification under the Child Care Act 2006

## Associated policy documents

DCYP/MoD Schools Safeguarding Directive  
 DCYP/MoD Schools Managing Allegations Against Staff Directive  
 JSP834  
 The policies and procedures of the Local Safeguarding Board

## Within school policies

Attendance  
Behaviour  
Anti-bullying  
On-line safety  
Staff conduct  
Whistle-blowing

## **Roles and Responsibilities**

### **Key Personnel**

**The Designated Safeguarding Person with lead responsibility is Chris Thomas**

**Contact details: 00 357 24748340 e.mail: cthomas@kingrichardschoolcyprus.com**

**The Deputy Designated Safeguarding Person is Aiden Grimes**

**Contact details: 00 357 24748340 e.mail: agrimes@kingrichardschoolcyprus.com**

**The nominated Safeguarding Governor is Nigel Jones**

**Contact details e-mail: nigel.jones108@mod.gov.uk**

**The Headteacher is Richard Sproson**

**Contact details: 00 357 24748340 e-mail: rsproson@kingrichardschoolcyprus.com**

**The Designated Safeguarding Person (or Deputy)** is the first point of contact when there is any safeguarding or child protection concern. They are a member of the Senior Leadership Team and have additional training in safeguarding which is regularly updated. They know the local processes and procedures to follow. They liaise with children's social care or other agencies as appropriate, and make referrals if necessary. There is a clearly defined set of functions associated with this role.

**The School Governance Committee** has a nominated Safeguarding Governor who also undertakes additional training in safeguarding. The SGC ensures the school has relevant policies and procedures in place and challenges the school on its safeguarding practice.

**The Headteacher** ensures that the safeguarding policy and procedure are understood and being implemented by staff.

**All Staff** have a key role in identifying concerns early and providing help for children. They are trained to recognise the signs of abuse, neglect and exploitation and know what to do if they have a concern, clearly articulated in the child protection policy.

## Staff Conduct

The school has a staff behaviour policy/code of conduct and adheres to the Safer Working Practice Guidance produced by the Safer Recruitment Consortium. The content of the guidance is discussed at staff meetings.

Good practice includes:

- treating all pupils and other members of staff with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour
- recognising that challenging behaviour may be an indicator of abuse

[www.saferrecruitmentconsortium.org](http://www.saferrecruitmentconsortium.org)

## Complaints against employees

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. If a complaint contains information about a safeguarding or child protection concern, the Procedures for Dealing with Allegations against Staff will be followed as outlined in the Child Protection Policy. In all other cases the MOD Schools Complaints Procedure will be followed. These must be referred to the Headteacher, unless it is against the Headteacher in which case it must be referred to the Senior Principal for Education at the Department for Children and Young People.

<https://www.gov.uk>

## Staff training

- All staff, volunteers and SGC safeguarding governors receive core child protection and safeguarding training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.
- **Induction to Child Protection** (or Level 1) is a one hour on line programme with a short quiz which staff must complete to be able to receive a certificate. In addition, all new staff must read Part 1 of Keeping Children Safe in Education and complete the quiz at the end to demonstrate that they have “read and understood” the document. The DSP has responsibility for ensuring this is completed. New staff must also be given copies of the Child Protection and Safeguarding Policy; as well as the Staff Behaviour Policy.
- **Basic safeguarding training** (or Level 2) - all staff within 12 weeks of starting work, this will be delivered by Targeted Services Senior Education Social Workers.
- **Multi-agency advanced safeguarding training** (or Level 3) – Head Teachers, Designated Safeguarding Leads and Senior Leadership Team members as appropriate, this will be delivered through local Command Safeguarding Boards and Committees.

**Ongoing safeguarding updates** will be provided regularly to all staff, and as a minimum annually, on safeguarding related themes, e.g. safer working practice; on-line safety which will be coordinated by the DSP. In addition, a generic safeguarding update is available through the education social work team.



## **Safer recruitment**

All staff will be recruited in line with the guidance contained within Keeping Children Safe in Education and, if offered employment, will include Enhanced Disclosure and Barring Service check, with a Barred List Check for those engaged in regulated activity. Any interview panel will have a least one person trained in Safer Recruitment and the process will be initiated and managed by Defence Business Service (DBS) for teachers and local Labour Support Units for support staff. The school recognises this is only one part of creating a safe environment for children and promotes the safer working practice guidance at all times.

## **Single Central Record**

The single central record is a register of all staff who provide education to children or who come into regular contact with the children in school. It is the responsibility of the DSP to ensure that this record is maintained, accurate and up-to-date. It is inspected by Ofsted and will include all of the required data as defined in Keeping Children Safe in Education, as well as a record of staff training.

## **Monitoring visitors**

All visitors to school will report to the school office and may be asked for ID, if appropriate. They will be asked to sign in and given a visitor's badge to wear. If a staff member sees a 'visitor' going around the school without a badge he/she should challenge the visitor and report the matter to the school office.

## **Early Help**

Providing help early is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. The school is committed to identifying problems as early as possible and has key staff trained in conducting early help assessments, including the DSP, and may act as Lead Professional where that is the preference of children and/or parents. This work will only be done with the consent of the child and/or parent, and the school will work closely with other agencies involved in supporting the child.

## **Attendance/children missing education**

The school closely monitors children's attendance. It is recognised that children with poor attendance are at increased risk from abuse, neglect, child sexual exploitation and radicalisation. The school has a rigorous Attendance Policy which includes a range of measures such as First Day Calling, contact with the Unit Welfare Office, Targeted Services staff, and partner agencies. The aim will be to address any reasons for non-attendance early. However, the Safeguarding Manager for MoD Schools/Inspection Advisory Service/Principal Educational Psychologist will be informed about any child/ren who are regularly absent from school or:

- have missed 10 school days or more without permission;
- have been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer lives within reasonable distance of the school at which they are registered;
- have been certified by a medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her

parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;

- have been permanently excluded.

## Children with medical needs

There will be occasions when children are temporarily unable to attend school full-time because of their medical needs. The school will arrange education and pastoral support, on a case by case basis to children and young people who are Educated Other Than At School (EOTAS), e.g. as a result of health needs, pregnancy, SEN placement breakdown etc.

## Outdoor Education and Offsite Educational Visits

The school values and encourages pupils to take advantage of a wide range of activities away from the school premises. We recognise there are inherent risks in some of these activities, and there will always be consultation with parents. The school has an Outdoor Education Visits Coordinator who will ensure that relevant risk assessments are conducted in accordance with MOD Schools residential and outdoor visits policy. This will include ensuring that any organisation providing activities will be checked to ensure that they have appropriate procedures in place, including safer recruitment procedures.

## Photography and images

Staff will be clear about the purpose of recording images and about what will happen to them once the activity is concluded. Informed written consent from parent/carers is sought in the admissions process. Staff should **ALWAYS** use school issued cameras and video recorders. Personal smartphones, tablets etc. should **NEVER** be used to take and upload photographs. Images should **NEVER** be stored on home computers. Equally, personal photographs of family members, holidays, parties etc. should **NEVER** be taken on school equipment or stored on the school network.

In exceptional circumstances staff can request a waiver to use their own personal equipment. This may be granted if it can be shown that no alternative is available and should always be pre-planned rather than an on the spur of the moment decision. In such circumstances a school SD card must be used and images should only be stored on the school network. You should seek written consent from either the Headteacher or DSP.

## On-line Safety

The internet and related technologies are powerful tools which open up new prospects for communication and collaboration. Education is embracing new technologies as they bring with them fresh opportunities for both teachers and learners. They are a source of fun, entertainment, communication and education. However, 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. The harm might range from sending hurtful or abusive texts (sexting) and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings.

The school teaches children to stay safe on-line through the curriculum, and also has an E.Safety Coordinator whose role is to coordinate and promote a safe and responsible e-Safety culture across the school. The school's on-line safety policy/acceptable user policy explains what we do to keep pupils safe.

The School and SGC ensure appropriate filters and monitoring systems are in place, so for example, chatrooms and social networking sites are not accessible in school. It is recognised that some pupils will be accessing these sites at home, and we signpost parents and pupils to useful websites to help them understand and evaluate the risks.

<http://www.kingrichardschoolcyprus.com/>

<http://www.ssafa-cyprus.org/>

## **Views of staff members, parents and pupils on safeguarding issues**

The views of staff members, parents and pupils will be sought both formally and informally. We will explore the issue at SGC meetings and staff members, parents and pupils will be formally asked to participate in our parent/pupil /staff surveys.

# **Keeping children safe in education**

**Statutory guidance for schools and colleges**

**Part 1: Information for all school and college staff**

**FOR INFORMATION ONLY**

**REVISED GUIDANCE WILL COMMENCE: 3  
September 2018**

**Schools and Colleges must continue to have  
regard to KCSIE 2016 until this point**

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## Summary

Keeping Children Safe in Education is statutory guidance that schools and colleges in England must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

- Governing bodies of maintained schools (including maintained nursery schools) and colleges;
- Proprietors of independent schools (including academies, free schools and alternative provision academies) and non-maintained special schools. In the case of academies, free schools and alternative provision academies, the proprietor will be the academy trust; and
- Management committees of pupil referral units (PRUs)

are asked to ensure that **all staff** in their school or college read at least Part one of the guidance.

For ease of reference Part one is set out here as a standalone document.

## Part one: Safeguarding information for all staff

### What school and college staff should know and do

#### A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance [Working together to safeguard children](#).
2. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.
3. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. 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.
5. Children includes everyone under the age of 18.

#### The role of school and college staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
7. **All staff** have a responsibility to provide a safe environment in which children can learn.



8. **All staff should be prepared to identify children who may benefit from early help.**<sup>1</sup> Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.
9. **Any staff member who has a concern about a child's welfare should follow the referral processes set out in paragraphs 23-34.** Staff should expect to support social workers and other agencies following any referral.
10. Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
11. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.
12. The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.<sup>2</sup>

### **What school and college staff need to know**

13. **All staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction.** This should include:
  - the child protection policy;
  - the behaviour policy;<sup>3</sup>
  - the staff behaviour policy (sometimes called a code of conduct);
  - the safeguarding response to children who go missing from education; and
  - the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Copies of policies and a copy of Part one of this document should be provided to staff at induction.

14. **All staff should receive appropriate safeguarding and child protection training which is regularly updated.** In addition, all staff should receive safeguarding and child protection

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<sup>1</sup> Detailed information on early help can be found in Chapter 1 of [Working together to safeguard children](#).

<sup>2</sup> The [Teachers' Standards](#) apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.

<sup>3</sup> All schools are required to have a behaviour policy (full details are [here](#)). If a college chooses to have a behaviour policy it should be provided to staff as described above.



updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

15. All staff should be aware of their local early help<sup>4</sup> process and understand their role in it.

16. All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.<sup>5</sup>

17. All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

### **What school and college staff should look out for**

18. Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has 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 misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

19. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Indicators of abuse and

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<sup>4</sup> Detailed information on early help can be found in Chapter 1 of [Working together to safeguard children](#).

<sup>5</sup> Detailed information on statutory assessments can be found in Chapter 1 of [Working together to safeguard children](#).

neglect, and examples of safeguarding issues are described in paragraphs 43-53 of this guidance.

20. Departmental advice [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. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The [NSPCC](#) website also provides useful additional information on abuse and neglect and what to look out for.

21. 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.

22. 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 and college staff should do if they have concerns about a child**

23. If staff have **any concerns** about a child’s welfare, they should act on them immediately. See page 13 for a flow chart setting out the process for staff when they have concerns about a child.

24. If staff have a concern, they should follow their own organisation’s child protection policy and speak to the designated safeguarding lead (or deputy).

25. Options will then include:

- managing any support for the child internally via the school or college’s own pastoral support processes;
- an early help assessment;<sup>6</sup> or
- a referral for statutory services,<sup>7</sup> for example as the child might be in need, is in need or suffering or likely to suffer harm.

26. The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice

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<sup>6</sup> Further information on early help assessments, provision of early help services and accessing services is in Chapter 1 of [Working together to safeguard children](#).

<sup>7</sup> Local authority children’s social care has the responsibility for clarifying the process for referrals (Chapter one of [Working together to safeguard children](#)).

from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

27. 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.

### Early help

28. If early help is appropriate, the designated safeguarding lead (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 professional. 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

29. **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 authority's referral process.<sup>8</sup>

### 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

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<sup>8</sup> Chapter 1 of [Working together to safeguard children](#).



forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

30. The online tool [Report child abuse to local council](#) directs to the relevant local children's social care contact number.

#### What will the local authority do?

31. The local authority should make a decision, within one working day of a referral being made, about the type of response that is required and should let the referrer know the outcome. This will include determining whether:

- the child requires immediate protection and urgent action is required;
- whether the child is in need, and should be assessed under section 17;
- 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;
- any services are required by the child and family and what type of services; and
- further specialist assessments are required in order to help the local authority to decide what further action to take.

32. The referrer should follow up if this information is not forthcoming.

33. 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).

34. 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.

#### Female Genital Mutilation mandatory reporting duty for teachers

35. 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**.<sup>9</sup> 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. See **Annex A** for further details.

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<sup>9</sup> Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

## Record keeping

36. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

## Why is all of this important?

37. 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. Examples of this 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.<sup>10</sup>

## What school and college staff should do if they have concerns about another staff member who may pose a risk of harm to children

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

39. Full details can be found in Part four of this guidance.

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

40. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

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<sup>10</sup> An analysis of serious case reviews can be found at [Serious case reviews, 2011 to 2014](#).

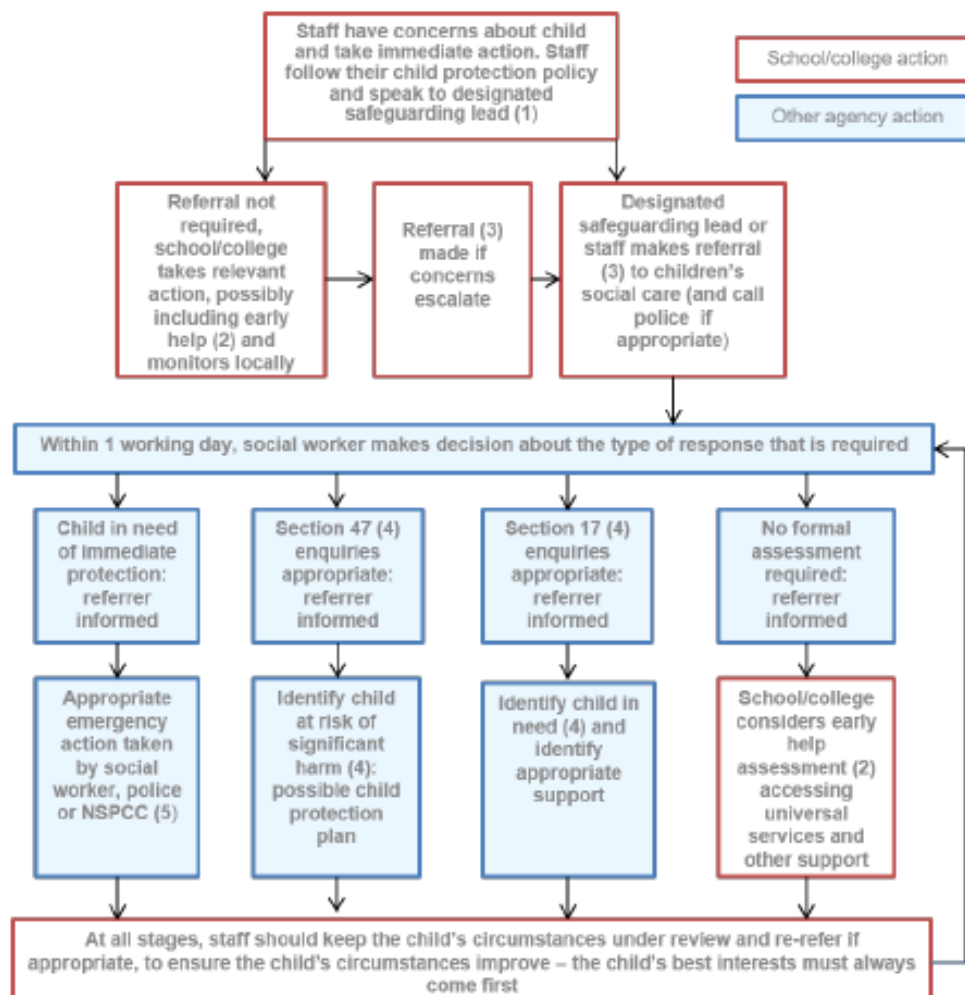
41. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's senior leadership team.

42. 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 can be found at: [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 or college. 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)<sup>11</sup>

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## Actions where there are concerns about a child



(1) In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance.

(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 local authority's referral process. Chapter one of [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. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#).

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



## Indicators of abuse and neglect

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

44. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

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

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

47. **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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 50).



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

### Specific safeguarding issues

49. 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.

50. 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.

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

52. Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (or deputy) 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 schools and colleges 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](#).

53. **Annex A** contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex.

## Annex A: Further information

Annex A contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this annex.

As per Part 1 of this guidance, if staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

**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.**

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## **Children and the court system**

Children are sometime 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](#).

They 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 missing from education**

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict 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 or college's unauthorised absence and children missing from education procedures.

## **Children with family members in prison**

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

## **Child sexual exploitation**

Child sexual exploitation is a form of 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 lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism<sup>12</sup> 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;

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<sup>12</sup> [national crime agency human-trafficking](#)



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

## **Domestic abuse**

The 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](#)

[Safe young lives: young people and domestic abuse](#)

## Homelessness

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

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 and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised 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: [here](#).

## So-called 'honour-based' violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies,

and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

## Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency 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<sup>13</sup> that requires a different approach (see following section).

## FGM

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

### FGM mandatory reporting duty for teachers

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, 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.<sup>14</sup> Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman

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<sup>13</sup> Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

<sup>14</sup> Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.



## 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 and colleges can play an important role in safeguarding children from 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 and colleges. School and college 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).

## Preventing radicalisation

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

[Extremism](#)<sup>15</sup> is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

[Radicalisation](#)<sup>16</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

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<sup>15</sup> As defined in the Government's Counter Extremism Strategy

<sup>16</sup> As defined in the Revised Prevent Duty Guidance for England and Wales



may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

### The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard<sup>17</sup> to the need to prevent people from being drawn into terrorism”.<sup>18</sup> This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools’ and colleges’ wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the [Revised Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76 which are specifically 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 and colleges 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:

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<sup>17</sup> According to the Prevent duty guidance ‘having due regard’ means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

<sup>18</sup> “Terrorism” for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

[Channel guidance](#), and a Channel awareness e-learning programme is available for staff at: [Channel General Awareness](#).

The school or college's Designated Safeguarding Lead (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**

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

### **Sexual violence and sexual harassment between children in schools and colleges**

#### **Context**

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

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

Staff should be aware of the importance of:

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

## What is Sexual violence and sexual harassment?

### Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003<sup>19</sup> as described below:

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

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

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

**What is consent?**<sup>20</sup> Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.<sup>21</sup>

### Sexual harassment

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

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;

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<sup>19</sup> [Legislation.gov.uk](http://legislation.gov.uk)

<sup>20</sup> It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped. More information: [here](#)

<sup>21</sup> [PSHE Teaching about consent](#) from the PSHE association provides advice and lesson plans to teach consent at Key stage 3 and 4.

- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.<sup>22</sup> It may include:
  - non-consensual sharing of sexual images and videos;
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media; and
  - sexual exploitation; coercion and threats

### **The response to a report of sexual violence or sexual harassment**

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

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

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<sup>22</sup> [Project deSHAME](#) from Childnet provides useful research, advice and resources regarding online sexual harassment.



## Additional advice and support

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	<a href="#">What to do if you're worried a child is being abused</a>	DfE advice
	<a href="#">Domestic abuse: Various Information/Guidance</a>	Home Office
	<a href="#">Faith based abuse: National Action Plan</a>	DfE advice
	<a href="#">Relationship abuse: disrespect nobody</a>	Home Office website
Bullying	<a href="#">Preventing bullying including cyberbullying</a>	DfE advice
Children and the courts	<a href="#">Advice for 5-11-year olds witnesses in criminal courts</a>	MoJ advice
	<a href="#">Advice for 12-17 year old witnesses in criminal courts</a>	MoJ advice
Children missing from education, home or care	<a href="#">Children missing education</a>	DfE statutory guidance
	<a href="#">Child missing from home or care</a>	DfE statutory guidance
	<a href="#">Children and adults missing strategy</a>	Home Office strategy
Children with family members in prison	<a href="#">National Information Centre on Children of Offenders</a>	Bamardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	<a href="#">County Lines: criminal exploitation of children and vulnerable adults</a>	Home Office guidance
	<a href="#">Child sexual exploitation: guide for practitioners</a>	DfE
	<a href="#">Trafficking: safeguarding children</a>	DfE and HO guidance
Drugs	<a href="#">Drugs: advice for schools</a>	DfE and ACPO advice
	<a href="#">Drug strategy 2017</a>	Home Office strategy
	<a href="#">Information and advice on drugs</a>	Talk to Frank website
	<a href="#">ADEPIS platform sharing information and resources for schools; covering drug (&amp; alcohol) prevention</a>	Website developed by Mentor UK
"Honour Based Violence" (so called)	<a href="#">Female genital mutilation: information and resources</a>	Home Office
	<a href="#">Female genital mutilation: multi agency statutory guidance</a>	DfE, DH, and HO statutory guidance

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
	<a href="#">Forced marriage: information and practice guidelines</a>	Foreign Commonwealth Office and Home Office
Health and Well-being	<a href="#">Fabricated or induced illness: safeguarding children</a>	DfE, Department for Health and Home Office
	<a href="#">Rise Above: Free PSHE resources on health, wellbeing and resilience</a>	Public Health England resources
	<a href="#">Medical-conditions: supporting pupils at school</a>	DfE statutory guidance
	<a href="#">Mental health and behaviour</a>	DfE advice
Homelessness	<a href="#">Homelessness: How local authorities should exercise their functions</a>	HCLG
Online	<a href="#">Sexting: responding to incidents and safeguarding children</a>	UK Council for Child Internet Safety
Private fostering	<a href="#">Private fostering: local authorities</a>	DfE - statutory guidance
Radicalisation	<a href="#">Prevent duty guidance</a>	Home Office guidance
	<a href="#">Prevent duty advice for schools</a>	DfE advice
	<a href="#">Educate Against Hate Website</a>	DfE and Home Office
Violence	<a href="#">Gangs and youth violence: for schools and colleges</a>	Home Office advice
	<a href="#">Ending violence against women and girls 2016-2020 strategy</a>	Home Office strategy
	<a href="#">Violence against women and girls: national statement of expectations for victims</a>	Home Office guidance
	<a href="#">Sexual violence and sexual harassment between children in schools and colleges</a>	DfE advice
	<a href="#">Serious violence strategy</a>	Home Office Strategy



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## Part 4 Summary of Child Protection Procedure

### Guide to CP Procedure

#### If a child discloses:

- Reassure the child that they have been taken seriously
- LISTEN – do not put words into the child's mouth
- Give the child time – do not stop the child in mid-flow
- To clarify information – use the words Tell, Explain, Describe (TED) to avoid drifting into  
an investigative interview
- Note the timing and record accurately, using the child's own words
- Know the limit of your role and pass on the information appropriately
- Do not allow the child to believe you will keep the disclosure secret

Where it is suspected that a child is suffering from, or is at risk of, significant harm all staff must follow the procedures set out below:

- Report concerns to the Designated Safeguarding Person (DSP) or Deputy, in case of their absence, directly to the Headteacher within the day the incident occurs
- Complete a Record of Concern form (copies are held in the staff room) briefly stating concerns/disclosure in a factual manner
- The DSP will discuss concerns with parents, unless to do so would put the child at greater risk
- The DSP will approach Statutory Social Care for advice and, if necessary, make a referral
- You can make a referral directly to Statutory Social Care if you are concerned about a child and believe it is not being managed appropriately**
- Insert contact details

**My Concerns would usually be used in lieu of this form**

<https://myconcern.education>



**Part 5**

**RECORD OF CONCERN FORM**

CHILD'S NAME..... DATE.....  
ADULT'S NAME..... POSITION..... TIME.....

**CONCERN / OBSERVATION** – Factual account of the incident personally witnessed or information you have been told by pupil or another person -Who? What? Where? When? (Continue over if necessary)

**WITH WHOM HAS THE INFORMATION BEEN SHARED?**

SIGNED..... DATE..... TIME.....

**Please pass to the Designated Safeguarding Person or Deputy**

**ACTION TAKEN AND BY WHOM**

- 1.
- 2.
- 3.

**OUTCOME**

NAME..... SIGNATURE..... DATE..... TIME.....

**ACTION TAKEN by DSP**

SIGNED.....DATE.....