

ARNBROOK PRIMARY SCHOOL
2018/19

SAFEGUARDING AND CHILD PROTECTION POLICY

Reviewed by:

Designated Safeguarding Lead: Peter Fowlie
Date: September 2018

Deputy Designated Safeguarding Lead: Adam Butterworth
Date: September 2018

Deputy Designated Safeguarding Lead: Liz Burke
Date: September 2018

Nominated Governor: Anne Hurt
Date: September 2018

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Policy statement and principals

Child protection statement

At Ambrook we recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, volunteers and governors

Safeguarding Principles

Our core safeguarding principles are:

- The school's responsibility to safeguard and promote the welfare of children is of paramount importance
- Safer children make more successful learners
- Staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.

Policy principles

- The welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Pupils and staff involved in child protection issues will receive appropriate support

Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners

Terminology

The body of terms used within the Safeguarding & Child Protection Policy is laid out in Appendix 2.

Roles and responsibilities

Key personnel

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The designated safeguarding lead (DSL) for child protection is Peter Fowlie.

The deputy designated leads are:

Adam Butterworth-Drury

Elizabeth Burke

DSL and/or Deputy DSLs can be contacted in person at Arnbrook Primary School, via telephone: 0115 9190199 or email safeguarding@arnbrookprimary.net

The nominated child protection governor is: Anne Hurt

Contact details: email: a.hurt2@southwarkprimary.net

The Headteacher is Peter Fowlie

Contact details: email: head@arnbrookprimary.net tel: 0115 9190199

For emergency contact details of associated agencies and advice line numbers see Appendix

For emergency contact details of associated agencies and advice line numbers see Appendix 4.

The Designated Safeguarding Lead (DSL):

- has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff
- is appropriately trained, with regular updates
- acts as a source of support and expertise to the school community
- has a working knowledge of LSCB procedures
- makes staff aware of LSCB training courses and the latest policies on safeguarding
- keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the pupil's general file
- refers cases of suspected abuse to children's social care or police as appropriate
- ensures that when a pupil leaves the school, their child protection file is passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained
- attends and/or contributes to child protection conferences
- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies including the LSCB
- ensures that the child protection policy and procedures are reviewed and updated annually liaises with the nominated governor and Headteacher (where the role is not carried out by the Headteacher) as appropriate
- makes the child protection policy available publicly, on the school's website or by other means.

The deputy designated safeguarding lead(s):

Is trained to the same level as the DSL and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, a deputy will assume all of the functions above.

Good practice guidelines and staff code of conduct

Good practice includes:

- Recognising that safeguarding and promoting the welfare of children is everyone's responsibility.
- 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.
- encouraging positive, respectful and safe behaviour among pupils
- being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary directly to police or children's social care

Abuse of position of trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

Staff understand that 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 between a member of the school staff and a pupil under 18 may be a criminal offence.

Children with SEND & Disabilities & those who may be particularly vulnerable

Some children may have an increased risk of abuse. Many factors can contribute to an increased risk. When considering if a child is at risk, SEN needs and disabilities must be considered but staff must not also assume that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.

The list provided in appendix 5, gives examples of additionally vulnerable groups that we as an Academy, will give special consideration too. However this is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

As a school we have extra pastoral support for children with SEND and Disability in the form of 1:1 support from trained staff, support from the school's learning mentor (Circle of Friends Groups, Self Esteem work etc), external support from Think Children Counselling Service and other bespoke forms of support.

The use of 'reasonable force'

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, the academy should, in considering the risks, carefully recognise the additional vulnerability of these groups.

Children missing education

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL, in conjunction with the attendance team, will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage. At least two different contact numbers will be held on file for a child which can be accessed and used by the school in case of an absence/emergency

During Days 1-5 of any pupil absence which is not accounted for (no contact between home-school/no reason provided for absence), the following procedure is followed. Parents/carers are called by 10:00am each day (all contacts provided). If there is no answer, a text is sent to the first contact number asking for a call back to school. If there is no response to this, a contact letter is sent to the home address, and an email sent to the child's class teacher, assistant head, and headteacher (Senior DSL) from the attendance support worker. On the fifth day of any unexplained absence, a home visit will be carried out by senior leaders to establish if the child is safe and well.

Where a pupil who fails to attend regularly, or has been absent without the school's permission for a continuous period of more than 5 school days, the school follows the Nottinghamshire County Council's Attendance Flow chart

The school uses contextual safeguarding information to assess the risk level around any unexplained absence and reserves the right to carry out safe and well checks and home visits as and when appropriate at any point within the first 5 days of absence, to locate and establish whereabouts of the child, and assess their safety and well-being. Once a child has been identified as missing and cannot be located within school, the Designated Safeguarding Lead will be informed.

Staff will use their professional judgement and risk assess the urgency of the situation to help inform the timeframe required in establishing the child's whereabouts before notifying the police. Parents/carers will always be informed before contact with the police is made, unless a child is at immediate risk of harm and a police response is needed. This will be judged on a case by case basis.

At all times, school staff will liaise with the relevant colleagues in safeguarding/education within Nottinghamshire County Council for pupils who are to be removed from the admission register and include circumstances where the pupil:

- has 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 – this will be communicated with the home elective education team
- does not arrive at the school as part of an admission process and we are not aware of their whereabouts
- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered and has been discussed with the children missing officer (CMO) as they have not been registered at a new school
- Where reasonably possible, all schools and college must hold more than one emergency contact number for each pupil or student, this will enable us to make contact with a 'responsible adult' should a child be missing from education or a welfare or safeguarding issue or concern is identified. (KCSIE 2018 para 57)

Whistle blowing

All staff must remember that the welfare of the child is paramount. The school's whistleblowing policy enables staff to raise concerns or allegations, initially in confidence.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher. Staff may also report their concerns directly to children's social care, NSPCC Whistleblowing advice line or the police if they believe direct reporting is necessary to secure action.

Allegations against staff

When an allegation is made against a member of staff, our procedures set out in the policy for dealing with allegations against staff, must be followed.

Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police.

Staff training

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

New staff and governors will receive induction training, which includes the school's child protection policy, the behaviour policy, the staff behaviour policy (code of conduct), safeguarding response to children who are missing from education, reporting and recording arrangements, and details for the DSL. All staff, including the DSL, will receive training that is regularly updated. All staff will also receive safeguarding and child protection updates throughout the year (through emails, newsletters, SLT minutes and INSET training).

Safer recruitment

Our school complies with the requirements of Keeping Children Safe in Education (DfE 2018) and the LSCB by carrying out the required checks and verifying the applicant's identity, qualifications and work history. The school's Staff Recruitment policy and procedures set out the process in full.

At least one member of each recruitment panel will have attended safer recruitment training.

All relevant staff (including those involved in before or after school care for children under eight) are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to the school.

The school obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked.

The school maintains a single central record of recruitment checks undertaken.

Volunteers

Volunteers, including governors will undergo checks commensurate with their work in the school, their contact with pupils and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

Site security

Visitors to the school are asked to sign in and agree to abide by our safeguarding rules. They are given a badge which goes within one of two coloured lanyards which denote levels of supervision required: red (under supervision) or yellow (without supervision). Staff members wear a staff ID badge at all times. Parents who are simply delivering or collecting their children, or attending assemblies or other one off school events (e.g. sports days/graduation ceremonies/etc) do not need to sign in. The Headteacher or DSL will exercise professional judgment in determining whether any visitor should be escorted or supervised while on site.

Child protection procedures

Recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone.

Keeping Children Safe in Education (DfE 2018) refers to four categories of abuse. These are set out at Appendix 1 along with indicators of abuse.

Annex A contains important additional information about specific forms of abuse and safeguarding issues. This

includes:

- Children and the court system
- Children missing from education
- Children with family members in prison
- Child sexual exploitation
- Child criminal exploitation: county lines
- Domestic abuse
- Homelessness
- So-called 'honour-based' violence
- Preventing radicalisation
- Peer on peer abuse
- Sexual violence and sexual harassment between children in schools and colleges

All staff who work directly with children must read this annex along with Part 1 of the Keeping Children Safe In Education Document (2018).

All staff must act on any concerns immediately and report any concerns they have about a child's welfare, to the DSL.

Identifying Children who may benefit from Early Help

Staff should be aware that any child may benefit from early help, but all school 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.

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. 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.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, 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 teachers 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.

Taking action

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of “it could happen here”. If staff have any concerns about a child’s welfare, they should act on them immediately.

Key points for staff to remember for taking action are:

- report your concern as soon as possible to the DSL, definitely by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern
- If a meeting is required about a child, you will be asked to provide a report (Appendix 3)

Pupil’s welfare

Staff should report concerns via ‘My Concern’ to record incidents (see appendix 6 for guidance). If the pupil does reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff has concerns, they should report their concerns to the DSL.

If a pupil discloses to you

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member must let the pupil know that in order to help them they must pass the information on to the DSL**. During their conversations with the pupils staff will:

- allow them to speak freely
- remain calm and not overreact
- give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- not be afraid of silences
- **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the pupil’s mother think about it
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on and explain to whom and why
- not automatically offer any physical touch as comfort
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next
- report concerns to the DSL
- complete the referral form via My Concern as soon as possible
- seek support if they feel distressed.

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and in some instances, the DSL may ask you to make contact with the parent in the event of a concern, suspicion or disclosure. If a referral has been made to Social Care however, then the DSL will always attempt to contact the parent, if it is deemed appropriate to do so.

Our focus is the safety and wellbeing of the pupil. Therefore, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children’s social care and/or the police before parents are contacted.

Peer on Peer Abuse

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause anxiety and distress.

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 the following categories (peer on peer abuse can take many different forms):

- 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);
- initiation/hazing type violence and rituals.

To minimise the risk of peer on peer abuse, the issues listed above are covered within the school's long term planning and children are educated as to what these behaviours are, why they are unacceptable, what to do if they experience or witness such abuse and how to keep themselves safe.

This is done through:

- Clear expectations of a high standard of behaviour for all pupils across the school.
- A comprehensive SRE programme for FS-Y6
- Promotion of British values and celebrating diversity and difference across the school
- NSPCC Safety Workshops for Y5/6
- Y6 pupils taking part in a 'Positive Relationships' course ran by Equation (regional domestic violence charity)
- E-safety taught in discreet lessons and part of regular computing lessons, along with regular assemblies, whole school events, parent information events, newsletters.
- Anti-bullying events held throughout the year across the school and parental information events, newsletters.
- Weekly 'Big Question' lesson which covers topics such as e-safety, anti-bullying etc.
- Themes such as anti-bullying/sexting included within long term planning in subjects such as English/Guided Reading with key texts chosen along such themes.
- Clear protocols for staff, pupils and parents/carers to follow if there are any concerns.
- Staff training related to peer on peer abuse and clear process to respond, investigate and deal with any suspected incidents of peer on peer abuse.

All incidences of peer on peer abuse, including bullying, cyber-bullying and prejudice-based bullying should be reported and will be managed through our anti-bullying policy. All reported incidents will be taken seriously and investigated involving all parties. The staff is aware of and follows the same procedures.

Reporting

Children (victims and/or witnesses) are encouraged to report any such instances to 'a trusted adult' so it can be dealt with promptly. Children are given examples of trusted adults – class teacher, AHTs, DSL & Deputy DSLs – and asked to think of more at school and home.

Similarly, parents and carers are encouraged to share any concerns with their child's class teacher, with the knowledge that they can also discuss any issues with their phase AHTs, other senior leaders or the head teacher. Information on how to report concerns is shared regularly via newsletters and online with the school community. There is also a confidential 'worry form' which can be completed on the school's website.

Supply staff or other visitors all agree to pass on any concerns related to children to a senior member of staff, when signing into the school upon entry.

Any allegations of peer on peer abuse should immediately be passed on to a member of the school's leadership team on the same day; in most cases this will be the phase AHT of the pupils involved and the Behaviour Lead.

Recording

The member of staff who received an initial concern will record their information. This will be done on an electronic document template and, where appropriate, MyConcern.

Investigating

Senior leader, usually the phase AHT or Behaviour Lead, will assume responsibility for investigating the concern and then assume responsibility for recording of information. This will usually involve, but is not limited to, the following:

- Interviewing all parties including target, perpetrator(s) and all others involved. Informing parents.
- Implementing appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These should be graded according to the seriousness of the incident but should send out a message that the incident(s) is unacceptable
- Being clear that responses may also vary according to the type of incident and may involve other agencies where appropriate
- Following up, in particular keeping in touch with the person who reported the situation, parents/carers.
- Having a clear complaints' procedure for parents/carers who are not satisfied with the school's actions
- Having a range of follow-up responses and support appropriate to the situation for all involved such as - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, bystanders and others affected by the incidents, referral to outside agencies if appropriate, including social care and the police.
- Liaising with the wider community if the incident(s) are taking place off the school premises i.e. in the case of cyberbullying or hate crime.

Follow up

Information stored in school will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by senior leaders on a half termly basis and data analysis shared with Full Governing Body every term.

Online safety

As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place.

The Headteacher/ DSL must be notified if the filter has stopped access to a website which would be deemed as potentially harmful/ inappropriate. It is the DSL/Headteacher's role to provide the ICT Company with a list of topics which would cause such alarm and which they would need notifying on should these be accessed by a pupil/ staff member.

If a staff member becomes concerned about a pupil or staff members online activity then they should report their concerns to the DSL or follow the whistleblowing procedures.

No child in school should have access to a mobile phone during the school day; children who bring a mobile phone to school must drop off and collect phones from the school office before and after school.

Staff are not to use any mobile phones in areas where or when children are present.

Looked after children & previously looked after children

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The DSL has details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

We acknowledge that previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after

children and previously looked after children, we recognise the importance that all agencies work together and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group. .

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 and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL. That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, *Keeping Children Safe in Education (2018)* emphasises that **any** member of staff can contact children's social care if they are concerned about a child.

The General Data Protection Regulation (2018) governs the means by which organisations comply with its requirements. The school acts as a data controller under this regulation but may on occasions where concerns are raised share information with the third parties (data processors), such as social care. Under Article 23 derogations are outlined where exemptions from the GDPR transparency obligations and individual rights, but only where the restriction respects the essence of the individual's fundamental rights and freedoms. This allows necessary and proportionate measures to safeguard:

- national security
- defence
- public security
- the prevention, investigation, detection or prosecution of criminal offenses
- other important public interests, in particular, economical or financial interests, including budgetary and taxation matters, public health and security
- the protection of judicial independence and proceedings
- breaches of ethics in regulated professions
- monitoring, inspection or regulatory functions connected to the exercise of official authority regarding security, defence, other important interests or crime/ethics prevention
- the protection of the individual or the rights and freedoms of others; or
- the enforcement of civil law matters.

Other derogations or exemptions contained in Chapter 9 include processing that relates to:

- freedom of expression and freedom of information
- public access to official documents
- national identification numbers
- processing of employee data
- processing for archiving purposes and for scientific or historical research and statistical purposes
- secrecy obligations
- churches and religious associations

Appropriate security measures are in place to protect personal data held. This is the integrity and confidentiality principle of GDPR, also known as security principle. When information is to be shared this will only be undertaken after:

- We have reviewed the purposes of our processing activities and selected the most appropriate lawful basis for each activity
- We have checked that the processing is necessary for the relevant purpose, and are satisfied that there is no other reasonable way to achieve that purpose

- We have documented our decision on which lawful basis applies to help demonstrate compliance
- We have included information about both the purposes of the processing and the lawful basis for the processing in our privacy notice
- Where we process special category data, we have also identified a condition for processing special category data, and have documented this
- Where we process criminal offense data we have also identified a condition for processing this data and have documented this.

Information sharing decisions will be recorded, whether or not the decision is taken to share. Child protection information will be stored separately via 'My Concern' which meets the requirements of GDPR. Information will be kept separate from the pupil's school file and the file will be 'tagged' to indicate that separate information is held. The Trust's Fair Processing Policy details the means by data pertaining to individuals is processed and stored.

File Transfer Procedure

When a paper copy of a safeguarding file is received for any new pupil, this is passed onto the DSL, who then scans all documents into the secure 'Safeguarding Scans' folder and then uploads onto the child's My Concern File system. Paper copy of the file will be shredded. Files which are particularly large, or contain items which cannot be scanned, will be kept in paper form in a secure filing cabinet. Files can be received electronically from schools with existing records on My Concern. All receipts are sent to the outgoing school. A log of any conversation with the DSL of the previous school is kept on My Concern.

When a child leaves the school, a copy of the safeguarding file is printed and sent to the new school via recorded delivery, alongside a delivery receipt. A copy of the completed receipt is then kept in the child's school file when received. A record of any handover conversation is also kept. Files can be sent electronically to schools with My Concern. In some cases, files are hand delivered. In these cases, they are packaged securely and kept within a tamper proof bag.

Referral to children's social care

The DSL will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child.

PREVENT Duty

There are specific duties and responsibilities on schools and there is a need to be an active partner in both identifying those children who may be drawn into violent extremism as well as responding with colleagues to intervene. School staff are trained to be able to identify the signs that an individual may be vulnerable to radicalisation and know how to refer concerns on. This would either be directly to the Police via their Prevent Team or the MASH where there was an immediate concern about the safety of a child/ young person. The senior DSL has had face-to-face WRAP training. All teaching staff complete PREVENT and Channel training online every year.

The Senior DSL acts as a point of contact for all other staff members and volunteers in the school/college. Arnbrook Primary school also ensures that electronic filters are set to pick up any sites/activity which might expose children and young people to extremist ideology (KCSiE, Part One, para 21).

Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the designated safeguarding lead, their deputy or a senior leader is not available to do so.
- they are convinced that a direct report is the only way to ensure the pupil's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child

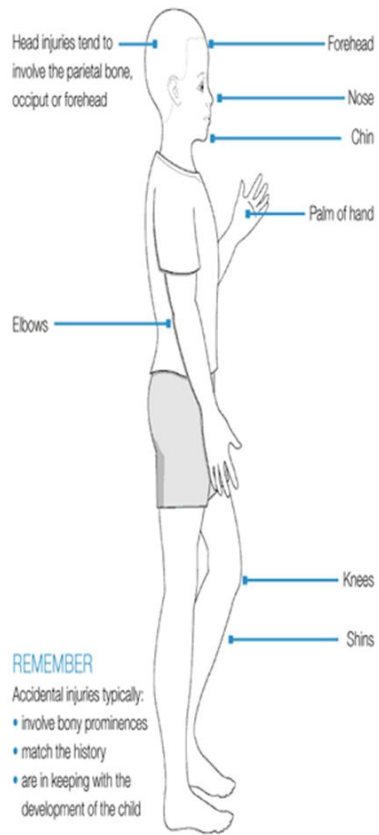
Appendix One

Four categories of abuse

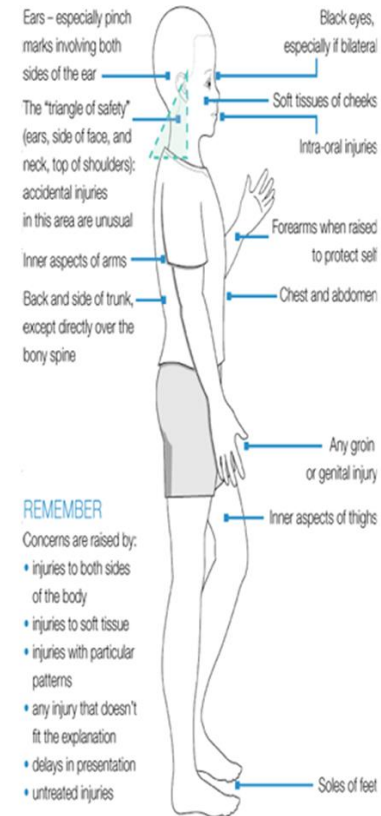
Physical abuse

Physical abuse is 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 (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Typical features of accidental injuries



Typical features of non-accidental injury



Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to 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 cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

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

Neglect

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); 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

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused, neglected or exploited 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, arrive late or leave the school for part of the day
- 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 their age
- acquire gifts such as money or a mobile phone from new 'friends'.

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 DSL to decide how to proceed.

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 staff. The NSPCC website also provides useful additional information on abuse and neglect and what to look out for.

Appendix 2

Terminology

Child includes anyone under the age of 18.

Must - We use the term “must” when the person in question is legally required to do something

Should – we use the term ‘should’ when the advice set out should be followed unless there is good reason not to.

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of 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.

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

Staff refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

DSL refers to the designated safeguarding lead at the school

Deputy DSL refers to the deputy designated safeguarding lead at the school

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Appendix 3

Teachers Report

Arnbrook Primary School			
Class Teacher's Report For	DOB	Class	Date
Academic level, targets and rates of progress:			
Conduct, behavior and demeanor: e.g. self-esteem, motivation, focus, attitude			
Any Extra Provision:			
Social Interaction with adults and peers:			
Current concerns/areas of weakness			
Contact with Carers:			
Any Other comments:			

Exemplar

ARNBROOK PRIMARY SCHOOL

CLASS TEACHER'S REPORT FOR : JOE BLOGGS

DOB: 22/07/2003

CLASS: 3DI

DATE: 03/12/2010

Academic levels, targets and rates of progress:

Current Academic Levels

Maths - 1C

Reading – W

Writing – 1C

In writing, his current targets are to write a sentence independently and to use his Fred Sounds to help him spell common words correctly.

End of 10/11 year targets

Maths - 1B

Reading – 1C

Writing – 1B

Joe's current academic progress is quite disappointing, showing few signs of improvement and very little motivation to get better.

Conduct, behaviour and demeanour: e.g. self-esteem, motivation, focus, attitude:

Joe has very low motivation to get work completed independently and needs focused adult support to help him form sentences and think of ideas in writing – this is slightly better in Maths, where he can sometimes work well on his own. He lacks confidence when discussing ideas and finds it hard to create any new ones of his own. His focus is easily distracted and needs constant reminders to stay on task.

Joe's focus often differs day-to-day - sometimes he looks very tired in the morning and often complains of being hungry at break times. He has commented to staff that on some days he has 'been up all night watching cartoons' and that he has been making his own breakfast.

Any extra provision in class:

Joe is supposed to receive a full day of one-to-one support on Wednesdays, but due to staff illnesses has only received this whole day support once this year so far. Recent TA appointments have been made to address this problem. He also has 30 minutes a week 'Play Therapy' with Miss Bell.

Social interaction with adults and peers:

Joe is a fairly popular boy in class and has 1 or 2 good friends, whom he regularly plays with at break times. In the week beginning 22/11, Joe was sent to SMT for spitting at another boy on the playground, he admitted to this and said he did it because he was pushed. Joe always owns up if he is accused of something and never lies to adults. He lacks confidence academically and rarely offers ideas during whole class discussions, needing a lot of prompting to converse with his talk partner. Joe enjoys talking to adults and asking questions about things he is unfamiliar with.

Current concerns / areas of weakness:

Recently, Joe's appearance has got worse – it has been noticed by staff that he looks dirty on some days and that his uniform has not been washed.

It is very difficult to motivate Joe to complete independent work, he often expects adults to spell words for him and give him the ideas. He is beginning to understand that I will not write for him and he is expected to get work done on his own – but this is a very slow process.

Contact with Carers:

Kevin is often late picking Joe up, particularly on Fridays. Kevin sometimes brings his large new dog to school and sometimes turns up with friends on bikes. Last week, a girl came to pick the boys up – Joe knew who she was but it was the first time I have seen her.

Any other comments:

In the week beginning 22/11, Joe was late for school 3 times. He came in on those days at around 9.45am.

He has recently said that the new dog is 'very naughty' and that Kevin has had to kick it and left it outside the house.

Several of the staff at Southwark are very attached to Joe, and it is hard not to get attached to him because of his situation. He is a very caring, sensitive boy who adores his brother and generally gets on very well with everyone who he works with.

Appendix 4

Emergency Contact Details

Service	Contact Details
Nottinghamshire Multi Agency Safeguarding Hub (MASH) team.	0300 500 8090 *This is the number to refer a concern to social care for children who live in Nottinghamshire.
Nottingham City Children's Social Care – Children & Families Direct	0115 87 64800. *This is the number to refer a concern to social care for children who live in Nottingham City.
Nottinghamshire Early Help Assessment Team	01623 433500
Nottinghamshire Customer Services	0300 500 80 80 *If you are trying to contact a named social worker but don't have a number/team
Nottinghamshire - Gedling Duty Social Care	0115 854 6090
Nottinghamshire – Assessment Team South Duty Line	0115 8546448
Nottingham City Social Care – Open Cases	0115 8765600
Nottingham City Social Care Advice Line	07711189544
Nottinghamshire Local Authority Designated Officer	Eva Callaghan 0115 8762672
Gedling Healthy Family Team (0-19) Rachel Channer - School Specialist Public Health Practitioner.	Professionals – 0115 8834663 or 0115 8834661. not-tr.gedlinghftclusters@nhs.net r.channer@nhs.net 07342077954.
Nottingham City: Community Public Health Nursing Service (5-19)	0300 131 0300, option 5 www.accesstoservices.citycare.org.uk
Female Genital Mutilation National Helpline	08080283550
Prevent National Helpline	02073407264 counter.extremism@education.gsi.gov.uk
Forced Marriage Unit	020 7008 0151 or email fmufco.gov.uk .
Modern Slavery Helpline	0800 0121 700 https://www.modernslaveryhelpline.org/report
NSPCC Website	https://www.nspcc.org.uk/
NSPCC Whistleblowing helpline	0800 0280285

Appendix 5

Children who may be particularly vulnerable

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic violence or parental mental health needs
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of sexual exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism.

Appendix 6

User guide for my concern

Reporting a Safeguarding Concern – Guidance for staff

All safeguarding incidents should be reported online using the MyConcern website. MyConcern enables you to report any safeguarding concern and provides access to relevant guidance and local policies.

The Designated Safeguarding Lead for our school is Peter Fowlie (Headteacher). Deputy DSLs are Adam Butterworth-Drury & Liz Burke.

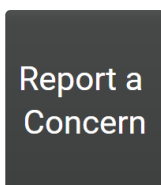
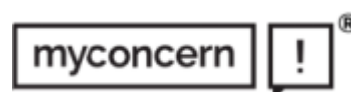
If, at any point, there is a risk of immediate serious harm to a student, you must inform the DSL IMMEDIATELY.

To report a concern:

Inform the DSL or one of Deputy DSLs (Peter Fowlie/Adam Butterworth-Drury/Liz Burke) IMMEDIATELY if the risk is deemed to be immediate or urgent.

Go to: <http://myconcern.education/>

Login with the username: [enter_username @Arbrookprimary.net](mailto:enter_username@Arbrookprimary.net)
password: enter password



Click on

Complete all fields in as much detail as possible. Guidance will appear on the right in an orange popup box.

When completing the section “Details of Concern”:

- **You MUST include your full name and company in this section as you have used a generic login.**
- Complete this section with as much detail as possible giving dates and times and the child’s actual words if relevant.
- Children’s words should be in inverted commas and written in ALL CAPITALS.

Report a Concern

Name(s) of Pupil(s)

No pupils selected

Concern Summary

Concern Date/Time

Details of Concern

Is this urgent? If YES, please check this box.

Action taken

Attachments

Remember, that if there is a risk of immediate serious harm the DSL should be personally informed IMMEDIATELY. Do not delay informing the DSL simply to record the concern; this can be done retrospectively.

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 Keeping Children Safe in Education, 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.

Annex A Index

Children and the court system

Children missing from education

Children with family members in prison

Child sexual exploitation

Child criminal exploitation: county lines

Domestic abuse

Homelessness

So-called 'honour-based' violence

Preventing radicalisation

Peer on peer abuse

Sexual violence and sexual harassment between children in schools and colleges

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

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 noncontact 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 should be considered. Like other forms of abuse and exploitation, county lines exploitation:

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

Domestic abuse

The 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.

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.

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 teachers⁹⁹ 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.

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).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out.¹⁰⁰ Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college’s designated safeguarding lead (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

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.

Preventing radicalisation

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

Extremism¹⁰¹ 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.

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

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the 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 CounterTerrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard¹⁰³ to the need to prevent people from being drawn into terrorism".¹⁰⁴ 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.

As defined in the Revised Prevent Duty Guidance for England and Wales ¹⁰³ 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. ¹⁰⁴ "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

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

Channel Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness. The school 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 2003/105 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?

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.¹⁰⁷ Sexual harassment When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment.

This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem. 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.