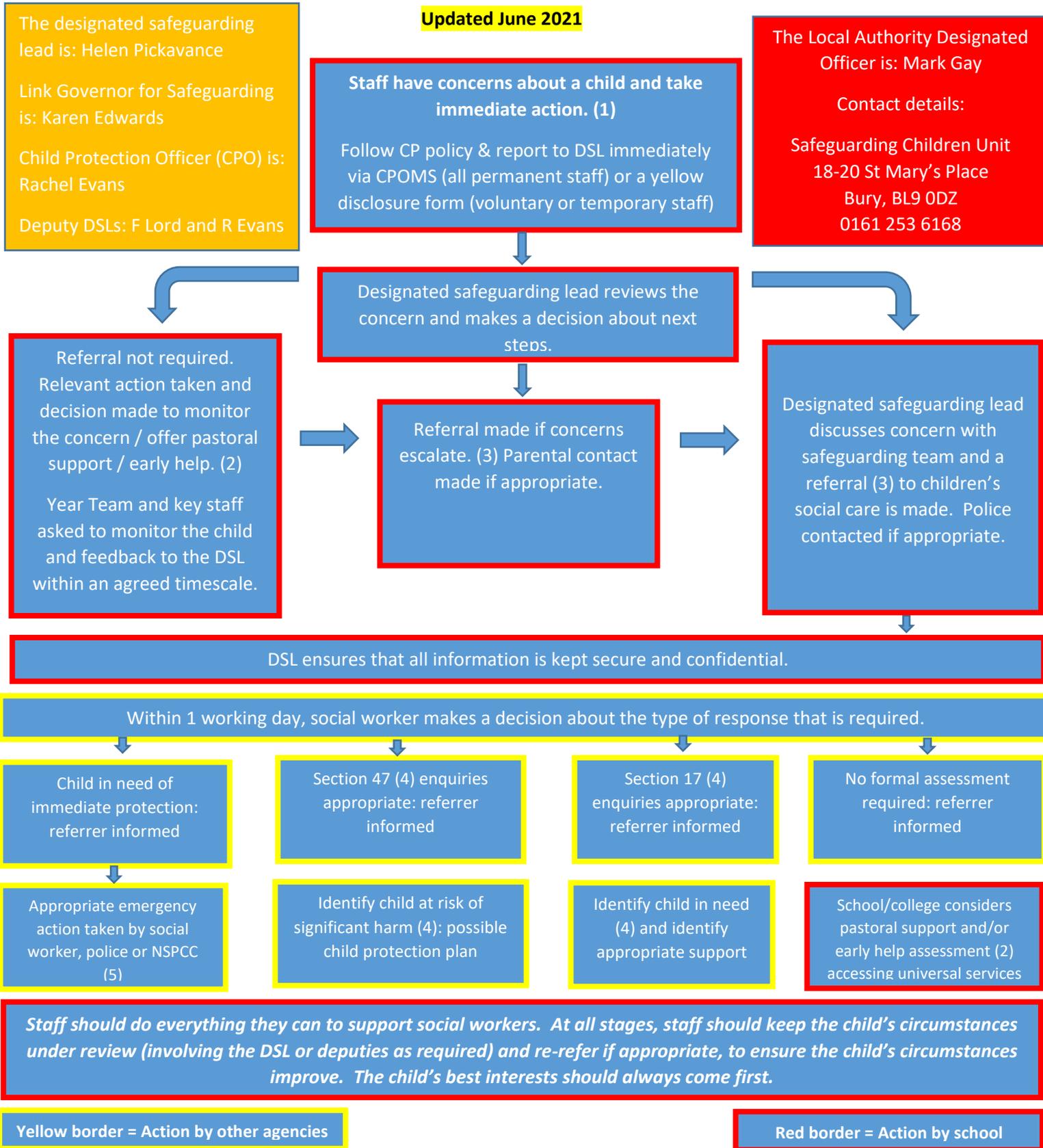


## Flowchart for the reporting and referral of safeguarding concerns

**Updated June 2021**



The designated safeguarding lead is: Helen Pickavance  
 Link Governor for Safeguarding is: Karen Edwards  
 Child Protection Officer (CPO) is: Rachel Evans  
 Deputy DSLs: F Lord and R Evans

The Local Authority Designated Officer is: Mark Gay  
 Contact details:  
 Safeguarding Children Unit  
 18-20 St Mary's Place  
 Bury, BL9 0DZ  
 0161 253 6168

**Staff have concerns about a child and take immediate action. (1)**  
 Follow CP policy & report to DSL immediately via CPOMS (all permanent staff) or a yellow disclosure form (voluntary or temporary staff)

Designated safeguarding lead reviews the concern and makes a decision about next steps.

Referral not required. Relevant action taken and decision made to monitor the concern / offer pastoral support / early help. (2)  
 Year Team and key staff asked to monitor the child and feedback to the DSL within an agreed timescale.

Referral made if concerns escalate. (3) Parental contact made if appropriate.

Designated safeguarding lead discusses concern with safeguarding team and a referral (3) to children's social care is made. Police contacted if appropriate.

DSL ensures that all information is kept secure and confidential.

Within 1 working day, social worker makes a decision about the type of response that is required.

Child in need of immediate protection: referrer informed

Section 47 (4) enquiries appropriate: referrer informed

Section 17 (4) enquiries appropriate: referrer informed

No formal assessment required: referrer informed

Appropriate emergency action taken by social worker, police or NSPCC (5)

Identify child at risk of significant harm (4): possible child protection plan

Identify child in need (4) and identify appropriate support

School/college considers pastoral support and/or early help assessment (2) accessing universal services

*Staff should do everything they can to support social workers. At all stages, staff should keep the child's circumstances under review (involving the DSL or deputies as required) and re-REFER if appropriate, to ensure the child's circumstances improve. The child's best interests should always come first.*

Yellow border = Action by other agencies

Red border = Action by school

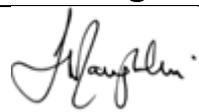
### Contact Details for Social Care referrals:

- Bury: 0161 253 5678 / 0161 253 6606 (out of hours emergency duty team)
- Salford: 0161 603 4500 / 0161 794 8888 (out of hours emergency duty team)
- Manchester: 0161 234 5001



# The Heys School

## Child Protection and Safeguarding Policy

|                      |   |
|----------------------|---|
| Prepared By:         | H Pickavance  |
| Date Reviewed:       | June 2021   |
| Next review Date:    | July 2022   |
| Head Teacher         | R Evans   |
| Signed:              |   |
| Role (COG/CEO Trust) | I Mclaughlin  |
| Signed:              |  |

## Statement of Policy on Child Protection and Safeguarding

### 'Keeping Children Safe in Education September 2021'

#### Rationale

This policy has been developed to ensure that ALL adults in The Heys School are working together to safeguard and promote the welfare of children and young people. The policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that must be taken to redress any concerns and should be read in conjunction **other related documents and policies identified below.**

The Headteacher or, in her absence, the Designated Safeguarding Lead and Deputy Head teachers, have the ultimate responsibility for safeguarding and promoting the welfare of children and young people.

Under the Education Act 2002, schools have a duty to safeguard and promote the welfare of their learners and, in accordance with guidance set out in '[Working together to safeguard children July 2018](#)' and the '[Keeping Children Safe in Education September 2021: statutory guidance for schools](#)'. The Heys School will work in partnership with other organisations where appropriate to identify any concerns about child welfare and to act to address them.

#### Definition and Duty

1. 'Safeguarding and promoting the welfare of children (Everyone under the age of 18) 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.'
2. Children includes everyone under the age of 18.

#### Aims

The Heys School aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. The aim of this policy is to ensure that prompt and effective action is taken where a child is suffering significant harm or is likely to do so. Action must also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk. Key policies related to safeguarding are outlined at the end of this document.

**All school staff have a responsibility to provide a safe environment in which children can learn. All school staff (in the case of teachers as part of their profession duties under the Teacher Standards 2012) have a responsibility to identify children at risk under the above definition.**

The Continuum of Needs and Response and the Early Help Family Support Assessment is embedded into everyday practice and procedures when responding to children's need. The children will have access to appropriate curriculum opportunities, including emotional health and well-being, to support the development of skills needed to help them stay safe and healthy, develop their self-esteem, and understand the responsibilities of adult life.

The model outlined below provides a snapshot of the interrelatedness of those policies, procedures, systems and structures in place at The Heys School and signal our commitment to Safeguarding and Promoting the welfare of all its students. Each member of the school's community will be trained and supported to understand their role in early help and safeguarding and to act appropriately to safeguard and protect children.

## **Practices**

### **Curriculum - opportunities to teach safeguarding.**

All students will have access to an appropriate curriculum, differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict situations without resort to violence, question and challenge and to make informed choices.

Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities, and have access to a range of cultural opportunities which promote respect and empathy for others. There is access to information and materials from a diversity of sources which promote social, spiritual and oral well-being and physical and mental health.

Personal, Social, Health and Economic education (PSHE), Religious Knowledge and Relationship and Sex Education (RSE). These lessons provide opportunities for children and young people to discuss and debate a range of subject including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues. This sits within the school wider Spiritual, Moral, Social and Cultural framework (See SMSC Policy)

All learners know that there are adults at The Heys School whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

### **Attendance and Exclusions**

In accordance with The Heys School Attendance policy, absences are rigorously pursued and recorded. The school takes action to pursue and address all unauthorised absences and poor punctuality levels in order to safeguard the welfare of children and young people in its care. (See Attendance policy)

The Attendance policy identifies how individual cases are managed and how the school works proactively with parents/carers to ensure that they understand why attendance is important. In certain cases, this may form part of an Early Help Family Support Assessment or a Parenting Contract.

The school implements the statutory requirements in terms of monitoring and reporting children missing in education (CME) and off-rolling, particularly with regard to vulnerable students and understands how important this practice is in safeguarding children and young people.

As a school we understand that Children missing in education and increased absences may be indicators which may signal children are at risk of a number of safeguarding concerns such as CSE, CCE, neglect, abuse, FGM and radicalisation. Our daily analysis of nonattendance by individuals or cohorts will enable us to explore possible cause of nonattendance and seek further assistance where further issues may be a possible cause on concern. The attendance team, pastoral team and Designated safeguarding team meet weekly to discuss and share attendance concerns through radar meetings.

In the event of a fixed term or permanent exclusion any safeguarding issues will be considered. Where it is felt that a permanent exclusion is likely this will form part of the school's PSP process and/or trigger key agency involvement to ensure that there is improved understanding of the needs of the young person.

## **Record Keeping**

The Heys School keeps and maintains up-to-date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies and any other significant event in a child's life.

Where reasonably possible, the school will hold more than one emergency contact number for each pupil. This goes beyond the legal minimum as it is good practice to give the school additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

## **Role and Responsibilities**

The Head Teacher of The Heys School will ensure that:

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of learners are fully implemented and followed by all staff including volunteers.
- Safe recruitment and selection of staff and volunteers is practised. New members of staff to the school also undergo an Induction process which covers the Safeguarding and Disclosure procedures in operation in the school.
- The Designated Safeguarding lead and relevant key staff receives appropriate on-going training, support and supervision. The school ensures that Safeguarding training needs are responded to and records kept.
- Sufficient time and resources are made available to enable the Designated Officer and their team to discharge their responsibilities, including inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate
- All staff and volunteers receive appropriate training which is updated every three years so they know what to look out for.
- All temporary staff and volunteers are made aware of The Heys School's Safeguarding policy and arrangements.
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the Safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively
- Parents/carers are aware of and have an understanding of the School's responsibilities to promote the safety of its learners by making its obligations clear in the school prospectus

The Governing Body of The Heys School will ensure that:

- A member of the Governing Body is identified as the Designated Governor and receives appropriate training, and will provide the Governing Body with appropriate information about Safeguarding and will liaise with the Designated member of staff
- The Safeguarding and related policies are regularly reviewed and updated, and the school complies with local and national Safeguarding procedures
- The school operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers
- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with local authority procedures (see managing allegations policy)

- All staff and volunteers who have regular contact with children and young people receive appropriate training and are updated through refresher courses

**The role of the Designated Safeguarding Lead (DSL) is held by a member of the school's Senior Leadership Team and the post holder is responsible for the first response to all initial safeguarding concerns, supported by the Head Teacher and Deputy Head Teachers.** More detail on the role can be found in Appendix 3.

The DSL provides support to staff members to carry out their safeguarding duties and to ensure that the school works closely with other services such as children's social care and other relevant agencies. The DSL, in collaboration with key staff will:

- act as a first point of contact with regards to all safeguarding matters
- attend update training every two years
- provide relevant information to the Local Authority on how the school carries out its Safeguarding duties
- Liaise with the CPD officer to ensure that appropriate three yearly training is provided for staff
- Ensure that the School's actions are in line with Safeguarding Inter-Agency Procedures
- Ensure that Pastoral and support staff make effective referrals to the Children and Families Services and any other agencies related to Safeguarding children
- Keep copies of all referrals to Children & Family Services and any other agencies related to Safeguarding children
- Ensure that all staff and volunteers receive information safeguarding policies and procedures from the point of induction
- Ensure that any staff with specific responsibility for Safeguarding children receive appropriate training
- Manage and keep secure in liaison with the Headteacher the school's Safeguarding records
- Ensure that the Safeguarding policy is regularly reviewed and updated
- Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DFE concerning Safeguarding
- Will send a learner's child protection or Safeguarding file separately from the main file to a new establishment if a learner leaves the school, keeping a secure copy of the file
- Ensure that all staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear what to do if they have a concern about a child, providing clear guidance on the procedures for reporting a safeguarding concern using the electronic reporting system (CPOMS) which can be accessed from the school intranet
- oversee the use of CPOMS from an administrator perspective, ensuring that all safeguarding concerns are appropriately recorded and followed up.
- Will meet regularly with key safeguarding and pastoral staff to review ongoing cases and provide an appropriate level of support and supervision

## Safe recruitment and selection of staff

The Heys School will ensure that the guidance included within Part 3 (Safer Recruitment) of Keeping Children Safe in Education September 2021 is adhered to at all times.

For more information, please see the safer recruitment policy.

### Single Central Record (SCR):

The Heys School maintains an SCR to record mandatory pre-appointment checks on staff and governors.

The SCR will contain all information for:

- All staff who are employed to work at the school (including all supply staff and teacher trainees on salaried routes)
- All members of the proprietor body

On the SCR, we record:

- Identity checks
- Barred list checks
- Enhanced DBS checks
- Prohibition from teaching checks (for anyone involved in delivering lessons or who has past teaching experience)
- Section 128 checks for those in management positions in an independent school or academy. Maintained school governors should also have this check, as a section 128 direction will disqualify them from being a governor
- Further checks on people who have lived or worked outside the UK. These could include, where available:
  - For all staff, including teaching positions: criminal records checks for overseas applicants
  - For teaching positions: obtaining a letter of professional standing from the professional regulating authority in the country where the applicant has worked
- Checks of professional qualifications (for example, qualified teacher status)
- Checks to establish individuals' right to work in the UK

In respect of these checks, the SCR must record:

- Whether the check has been carried out
- The date on which each check was carried out, or the certificate obtained

The details of an individual are removed from the SCR once they are no longer employed by the school.

### Supply staff

For supply staff, schools also records:

- Written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates
- The date that confirmation was received (independent schools/academies and non-maintained special schools should also include the date on which any certificate was obtained)
- Whether any enhanced DBS check certificate has been provided

## Visitors

School welcomes a range of visitors onto the site for different professional purposes. These will include social workers, educational psychologists, contractors, parents / carers and other relatives.

ID will always be checked and confirmation of DBS for any visitors who attend the school in a professional capacity

Arrangements are in place for ensuring the purpose of any individuals coming onto the premises, including assessment of educational value, age appropriateness of what's going to be delivered and whether any additional checks are required.

## Training for staff and volunteers

All staff are issued with Part 1 of KCSIE 2021 and receive training to understand their role in the safeguarding of all students.

All staff at the Heys School are required to sign our safeguarding pledge after they have received KCSIE 2021 Part 1 and safeguarding training.

Training is provided for all staff and volunteers. Induction training includes basic safeguarding information about the School's policies and procedures, signs and symptoms of abuse, how to manage a disclosure from a child as well as when and where to record a concern about a child and online safety training.

All staff and volunteers who are in regular contact with children will receive basic training, which is updated by refresher training as needed. The Headteacher and Designated Safeguarding Leads (plus deputy DSLs) will receive refresher training every two years.

All staff, including associate, catering and site staff, will receive training or briefings on specific safeguarding issues. All staff, including associate, catering and site staff will attend statutory safeguarding training which is updated every year.

## Working with other agencies

The Heys School is committed to securing early help to support students in need. The safeguarding team has developed effective links with other relevant agencies and cooperates with any enquiries regarding child protection issues and has designed its Pastoral team structure to facilitate this.

The School will notify the Local Safeguarding Partnership if:

- a child subject to a safeguarding plan is about to be permanently excluded
- there is an unexpected absence of more than two days from school of a learner who is subject to a safeguarding plan
- it has been agreed as part of any safeguarding plan or core group plan that it should do so.

New safeguarding partners and child death review partner arrangements came into force in September 2021. These comprise of the local authority, a clinical commissioning group and the chief officer for police equally sharing responsibilities for working together to safeguard and promote the welfare of local children

within each area. Safeguarding partners are required to ensure schools are fully engaged, involved and included in the new safeguarding arrangements and as a named school within a safeguarding plan, we have a statutory duty to cooperate with all published arrangements.

### **Confidentiality and Information Sharing**

Staff will be appropriately trained to ensure that confidentiality protocols are followed, and information is shared appropriately. The Headteacher and/or DSL discloses any information about a pupil to other members of staff on a need to know basis only. Information sharing is essential for effective safeguarding and promoting the welfare of children and young people. It is a key factor identified in many serious case reviews (SCRs), where poor information sharing has resulted in missed opportunities to take action that keeps children and young people safe. The Heys School will share information relating to safeguarding concerns in line with the guidance offered by the Bury Children's Safeguarding Board.

All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff and volunteers must be clear with children that they cannot promise to keep secrets.

On occasions when students with safeguarding history move to a different school or provider, the DSL will ensure all relevant information is made available to the receiving school. Paper safeguarding records will be sent as soon as possible and addressed directly to the member of staff responsible for safeguarding at the receiving school and must be sent recorded delivery with proof of sending and receipt. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Records that are sent electronically must be password protected to ensure confidentiality.

The school will retain electronic records relating to a child who was previously on roll in line with the Data Protection act. These will be retained securely and will be destroyed seven year after a child has left the school. Safeguarding records are kept in case events that have been recorded within them require further scrutiny at a later date or could support a young person seeking further assistance on the basis of earlier safeguarding concerns.

### **Recording and reporting concerns**

All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously. If a concern arises all staff, volunteers and visitors must follow the flowchart and:

- speak to the Headteacher and/or DSL
- agree what action must be taken, by whom and when it will be reviewed
- record the concern using the School's Safeguarding recording system: CPOMs

### **Child Protection Conferences & Core Group meetings (see Appendix 1 for local procedures)**

Members of staff are likely to be asked to attend a child protection conference or any other relevant core group meetings about an individual pupil and will need to have as much relevant updated information about the pupil as possible. A child protection conference will be held if it is considered that the child/ren are suffering or at risk of significant harm.

All reports for a child protection conference should be prepared in advance of the meeting and will include information about the child's physical, emotional, intellectual development and well-being as well as relevant family related issues. This information will be shared with parents / carers.

### **Informing parent/carers**

Our central and paramount focus is the safety and welfare of the child. We aim to do this in partnership with parents/carers. In most cases, parents and carers will be informed when concerns are raised in line with the school's Child protection policy. Parents and carers should be given the opportunity to address the concerns raised and seek a resolution.

Parents and carers will be informed if a referral is to be made to Social Services or any other agency. Parents/carers will not be informed if it is believed that doing so would put the child at risk. In such cases advice will be sought from the Advice and Assessment Team within the LA where the child resides.

### **Early Help**

The Early Help Process is a simple way to help identify needs of children and families where these are not being met by universal services and make a plan to meet those needs. It is a shared tool which can be used by all agencies who are delivering early help. Its purpose is to provide a co-ordinated response so no-one misses out on the support they may need.

An Early Help assessment might be needed when:

- there is a significant change or worrying feature in a child's appearance, demeanour or behaviour
- a significant event in a child's life has occurred, or where there are worries about the parents, carers or home
- the parent or someone in the wider family or social network is experiencing issues (for example substance abuse/misuse, violence or physical or mental health problems, crime) that might impact on the child
- a child is regularly missing medical appointments, immunisations etc
- the child is experiencing other disadvantages for reasons such as race, gender, sexuality, religious belief or disability.
- a child or family are coming out of social care
- a child has health or mental health needs
- a child has a family member in prison or is affected by parental offending
- a child is at risk of honour based violence such as FGM or forced marriage
- a child is persistently absent from school

Early Help is a supportive measure to help children, young people and their families the support they need.

The EH assessment **is a choice** available to the family to help them, with universal support, to feel empowered and to be more self-reliant in finding their own solutions to the problems and support needs they have identified within their families.

It is usually completed with the family with the assistance of an identified professional from universal services in order to help identify community services that can support the family and professionals involved to focus on prevention and early intervention to help prevent referrals to Children's Social Care.

The achievements for each plan won't always be easy and positive outcomes may take some time to achieve. To move plans forward, regular reviews for multi-agency support are required to ensure that the best quality of support is being provided is always the best for the young person and their family and that the family are being supported to develop and become more self-reliant and empowered in identifying and implementing their own solutions.

Within the Early Help process, school 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.

If the situation does not improve following the implementation of an Early Help Plan, services will work together to assess whether a child becomes a "Child 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".

In Bury LA, Early Help assessments will now be known as "The Story So Far".

### **Complaints or concerns by parents, students, staff or volunteers. (See Complaints Policy)**

Any concern or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his/her welfare

The school complaint policy ensures that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint. The school will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern

### **Serious case reviews**

The Local Safeguarding Partnership will always undertake a serious case review when a child or young person dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the serious case review is to:

- As a school find out if there any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people
- Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review
- Improve inter-agency working to better safeguard and promote the welfare of child and young people

### **Online safety**

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

Parental engagement with online safety is paramount. At the Heys School, we share information relating to online safety via a monthly newsletter, via our school Twitter feed and ad-hoc messages related to current trends and viral challenges

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material;
- contact: being subjected to harmful online interaction with other users; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm.
- commerce: risks such as gambling and fraud

All staff and students are subject to an acceptable use policy which outlines protocols in respect of their use of digital resources within school. Our approach to the online safety is reviewed annually and takes account of the risks that our pupils face.

[Teaching online safety in school](#) - DfE guidance outlining how school ensures our students understand how to stay safe and behave online as part of existing curriculum requirements.

### **Filters and monitoring**

It is the responsibility of the school to ensure that we do everything that we reasonably can to limit children's exposure to the above risks from the school's system. We do this by ensuring that we have appropriate filters and monitoring systems in place to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, taking into account the age range of their students, the number of students and how often they access the IT system.

Whilst filtering and monitoring are an important part of the online safety picture for schools to consider, it is only one part. We therefore have a whole school approach to online safety which is taught through individual subjects as well as those with a specific focus on the use of technology. The use of mobile technology in the school is currently under review in school and the policy for use of internet on personal devices will be made available soon.

It is the responsibility of the school to ensure that we have appropriate filters and monitoring systems in place that do not lead to unreasonable restrictions as to what students can be taught with regards to online teaching and safeguarding. Staff training around this issue must ensure that they are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school. They should also be able to recognise the additional risks that children with SEN and disabilities (SEND) face online such as cyber bullying, grooming and radicalisation and are confident they have the capability to support SEND children in staying safe online.

We also have an appropriate level of security to protect our users and their data.

### **Looked After and Previously Looked After Children (LAC = CYPIC: Children and Young people in Care (Bury LA Terminology))**

School maintains detailed records about children's care arrangements including details of the child's social worker and the virtual school head in the authority that looks after the child. The school maintains an

additional electronic system checking absence of CYPIC students. A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. All looked after children must have a personal education plan (PEP). This is part of the care plan that the local authority looking after the child must have in place and review regularly.

When dealing with looked after children and previously looked after children, it is important that all agencies work together, and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group. On commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers will have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

**The designated teacher for Looked After Children is Miss Helen Pickavance.**

The designated teacher should also work with local virtual school head teachers to promote the educational achievement of previously looked after children in line with statutory guidance on Promoting the education of looked after children.

### **Students with SEND**

Children with special educational needs (SEN), disabilities and **certain health conditions** can face additional safeguarding challenges. The school recognises that young people with special educational needs, disabilities **and certain health conditions** are more prone to peer group isolation than other children and therefore require may extra pastoral support. School must also be aware that additional barriers can exist when recognising abuse and neglect amongst this group of children.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- **these children being more prone to peer group isolation or bullying (including prejudice- based bullying) than other children;**
- the potential for children with SEN, disabilities **and certain health conditions** being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

### **Managing Allegations and Concerns Against teachers and other staff**

The Heys School follows the procedures recommended by the Local Safeguarding Children Board when dealing with allegations made against staff and volunteers. Full details of the procedures can be found in the school's Managing Allegations Policy.

All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly following guidelines set out in the Local Authority handbook as well as the **DFE's 'Guidance for Dealing with allegations of abuse against Teachers and other staff' now included within Part Four of the statutory guidance for Keeping Children Safe in Education September 2021**

- If an allegation is made against a teacher, the quick resolution of that allegation should be a clear priority to the benefit of all concerned. Any unnecessary delays should be eradicated. All allegations must be reported immediately to the Headteacher or Deputy in her absence.
- In the case where the Headteacher is the subject of the allegation or concern then any allegation must be reported to the Chair of Governors.
- In response to an allegation, all other options should be considered and advice sought from the LADO before suspending a member of staff: suspension should not be the default option. An individual should be suspended only if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification should be recorded by the employer and the individual notified of the reasons.
- Concerns relating to supply staff must also be reported to the LADO and not left to the supply agency to do.
- If staff have concerns or an allegation is made about another staff member where there is a conflict of interest in reporting to the head teacher, this should be directly reported to the LADO
- Allegations that are found to be malicious should be removed from personnel records; and any that are unsubstantiated, are unfounded or malicious should not be referred to in employer references.
- Students that are found to have made malicious allegations are likely to have breached school behaviour policies. The school must therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence has been committed).

The school will use the following definitions when determining the outcome of allegation investigations:

- Substantiated: there is sufficient evidence to prove the allegation;
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- False: there is sufficient evidence to disprove the allegation;
- Unsubstantiated; there is insufficient evidence to either prove or disprove the allegation. This term, therefore, does not imply guilt or innocence.

### **Bullying and Harassment (See Anti-bullying and Equal Opportunities Policies)**

The Heys School does not tolerate incidents of bullying and has clear procedures and a consistent and effective approach to dealing with Bullying and Harassment.

The school ensures that:

- there is a dedicated and cohesive team who will deal with allegations of bullying and harassment and make sure that all incidents are recorded and dealt with;
- there are well understood systems and processes to inform all staff, students, parents and other stakeholders about Bullying and Harassment and how to recognise and act on any evidence that such is taking place;
- staff are trained how to recognise the signs of Bullying and Harassment and to take appropriate action commensurate with policy and agreed procedure.

The pastoral team comprises five year teams who will support around issues related to bullying. We also have a member of staff trained in restorative justice who oversees anti-bullying mentors who work with students to support and resolve any issues. We endeavour to ensure that our pastoral teams move up with their assigned year group to provide stability and continuity throughout their time at The Heys School.

## 2021-2022

Year 7: Miss B Chisholm (Pastoral Manager) and Miss B Kenny (Head of Key stage)

Year 8 & 9: Mr L Jones (Pastoral Manager) and Miss C Philips (Head of Key stage )

Year 10 & 11: Mrs A Leech (Pastoral Manager) and Mr D Lyons (Head of Key Stage)

## Indicators of abuse and neglect

All school 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.

**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. Children may be abused by an adult or adults or by another child or children.

**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 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.

**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.

**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 taken from Annex B of Keeping Children Safe in Education September 2021**

Annex B 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 one 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).

## Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at:

[www.actionagainstabduction.org](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://www.clevernevergoes.org).

## 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](#).

The guides explain each step of the process, 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 can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female

genital mutilation, 'honour'-based abuse or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

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

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

### **Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)**

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;

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

Children who have been exploited will need additional support to help maintain them in education.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in

Home Office guidance: [Child sexual exploitation: guide for practitioners](#)

## County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
- owe a 'debt bond' to their exploiters;
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the [Home Office](#).

### Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK ([www.gov.uk](http://www.gov.uk))

### Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,

- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the **Cyber Choices** programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that **Cyber Choices** does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: [Cyber Choices](#), '[NPCC- When to call the Police](#)' and [National Cyber Security Centre - NCSC.GOV.UK](#)

## **Domestic abuse**

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio- economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing 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.

Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. The Act's provisions, including the new definition, will be commenced over the coming months.

### **Operation Encompass**

[Operation Encompass](#) operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the [Operation Encompass website](#).

### **National Domestic Abuse Helpline**

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- [NSPCC- UK domestic-abuse Signs Symptoms Effects](#)
- [Refuge what is domestic violence/effects of domestic violence on children](#)

- [Safelives: young people and domestic abuse.](#)
- [Domestic abuse: specialist sources of support - GOV.UK \(www.gov.uk\)](#) (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)
- [Home : Operation Encompass](#) (includes information for schools on the impact of domestic abuse on children)

## 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 into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

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

In most cases school 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 social care will be the lead agency for these children 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 abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour'-based abuse (HBA) 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 HBA 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 HBA, or already having suffered HBA.

### Actions

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, the designated safeguarding lead (or deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**<sup>128</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 may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and

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<sup>128</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).

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

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.<sup>129</sup> Unless the teacher has good reason not to, they should still consider and discuss any such case with the school’s 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. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

Further information can be found in the [Multi-agency statutory guidance on female genital mutilation](#) and the [FGM resource pack](#) particularly section 13.

### **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 perpetrators use perceived cultural practices 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](#), pages 32-36 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 [fmu@fcdo.gov.uk](mailto:fmu@fcdo.gov.uk).

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<sup>129</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.

## Preventing radicalisation

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

- **Extremism**<sup>130</sup> is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation**<sup>131</sup> refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism**<sup>132</sup> is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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 or the internet) and settings (such as within the home).

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 Prevent referral.

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

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<sup>130</sup> As defined in the Government's Counter Extremism Strategy  
<https://www.gov.uk/government/publications/counter-extremism-strategy>.

<sup>131</sup> As defined in the Revised Prevent Duty Guidance for England and Wales.  
<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

<sup>132</sup> As defined in the Terrorism Act 2000 (TACT 2000)  
<http://www.legislation.gov.uk/ukpga/2000/11/contents>

## 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>133</sup> to the need to prevent people from being drawn into terrorism”.<sup>134</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 in schools 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). Designated safeguarding leads and other senior leaders in colleges should familiar themselves with the [Prevent duty guidance: for further education institutions in England and Wales](#). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

## Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual’s engagement with the programme is entirely voluntary at all stages.

The designated safeguarding lead should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the ‘Channel’ programme, and have that support in place for when the child arrives.

Statutory guidance on Channel is available at: [Channel guidance](#).

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<sup>133</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>134</sup> “Terrorism” for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

## Additional support

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

The Home Office has developed three e-learning modules:

- [Prevent awareness e-learning](#) offers an introduction to the Prevent duty.
- [Prevent referrals e-learning](#) supports staff to make Prevent referrals that are **robust, informed and with good intention.**
- [Channel awareness e-learning](#) is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

[Educate Against Hate](#), is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the [Prevent for FE and Training](#). This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty.

## Peer on peer abuse – please also see Appendix 4

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

The categories under the umbrella of peer-on peer abuse are outlined below:

- sexual violence and sexual harassment;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexting (also known as youth produced sexual imagery):

The school will ensure that all staff are trained within this area and are confident in identifying indicators of peer-on peer abuse and what procedures to follow in the event of an incident.

## Our staff recognise and understand:

- That technology is a significant component in many safeguarding and wellbeing issues, and that children are at risk of online abuse (as well as face to face)
- That children can abuse their peers online through:
  - Abusive, harassing, and misogynistic messages
  - Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
  - Sharing of abusive images and pornography, to those who don't want to receive such content
- The indicators of peer-on-peer abuse, know how to identify it and respond to reports
- That peer-on-peer abuse may be taking place, even if not reported

- Their role in preventing it and responding to it if they believe a child may be at risk
- The importance of challenging inappropriate behaviours between peers. If they don't, it can create an unsafe environment and lead to a culture that normalises abuse
- That abuse can take place inside and outside of school or online

We have a whole school approach to addressing these issues which means that at every relevant opportunity, teachers will explore the following themes with us through their lessons:

- Healthy and respectful relationships
- What respectful behaviour looks like
- Consent
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment are always wrong
- Addressing cultures of sexual harassment

Staff and students are told the importance of ensuring that these issues or incidents are not dismissed as “banter” or part of growing up as this kind of behaviour is not acceptable and students in our school.

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**

### **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.

### **Sexual violence**

It is important that school 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 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.

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

## **Sexual harassment**

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

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

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

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

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

If staff have a concern about a child or a child makes a report to them, they should follow the referral process set out for them by school. 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).

## Upskirting

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

## Other relevant policies and documents

The school has a duty to ensure that safeguarding underpins all activities and functions. This policy therefore complements and supports a range of other policies.

- ↳ Attendance Policy
- ↳ Anti-bullying Policy
- ↳ Behaviour policy and behaviour principles
- ↳ Children in care Policy (CYPIC)
- ↳ Complaints policy
- ↳ CPD
- ↳ Drugs and substance misuse policy
- ↳ Educational visits Policy
- ↳ Equal opportunities Policy
- ↳ First Aid and the administration of medicines
- ↳ Health & Safety Policy
- ↳ ICT: Staff and students policy (AUPs)
- ↳ Preventing extremism and radicalisation policy
- ↳ Managing allegations policy
- ↳ PSHE (Within Personal Development Faculty)
- ↳ Physical Interventions/Restraint
- ↳ Safer recruitment policy
- ↳ School Complaints policy
- ↳ Staff Code of Conduct
- ↳ Relationships and sex education Policy
- ↳ Social, Moral, Spiritual and Cultural Policy
- ↳ Use of reasonable force policy
- ↳ Whistle-blowing Policy
- ↳ School safeguarding pledge and training briefs (updated and completed annually)
- ↳ Mental Health Policy

## Advisory documents

- ↳ Children's commissioner: Preventing Child Sexual Abuse – The role of Schools April 2017
- ↳ **What to do if you are worried a child is being abused March 2015 – advice for Practitioners**
- ↳ Special Educational Needs and Disability (SEND code of practice: 0-25 years)

## **Appendix 1: Safeguarding procedures for schools**

### **The Heys School**

As a Bury school, The Heys School works in line with the guidance and procedures established by the Bury Children's Safeguarding Board. They in turn have signed up to Greater Manchester Safeguarding procedures. Full details about the procedures can be found at:

<http://greatermanchesterscb.proceduresonline.com/chapters/contents.html>

## **Appendix 2: Key safeguarding personnel within school and the LA**

The Designated Safeguarding Lead is Miss Helen Pickavance (Assistant Head Teacher)

The Child Protection Officer is Miss Rachel Evans (Head Teacher)

The Deputy Designated Safeguarding Leads are Mrs Rachel Evans and Mrs Francesca Lord

The Chair Of governors is Mrs Imelda McLaughlin

The Safeguarding Governor is Mrs Karen Edwards

### **LADO**

Mark Gay / Donna Green  
Safeguarding Children Unit  
18-20 St Mary's Place  
Bury  
BL9 ODZ

**Tel:** 0161 253 6168 (reception)

### **Bury MASH Team**

Multi-agency Safeguarding Hub  
Bury Police Station  
Dunsters Road  
Bury  
BL9 ORD

**Tel:** 0161 253 5678 (0161 253 6606 if out of hours) / **E-mail:** [Childwellbeing@bury.gov.uk](mailto:Childwellbeing@bury.gov.uk) /

### **Appendix 3: Definition of the Designated Safeguarding Lead Role**

Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of designated safeguarding lead

The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and interagency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children.

#### **Deputy designated safeguarding leads**

It is a matter for individual schools as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated. Availability During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

#### **Manage referrals**

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care;
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police. Working with others The designated safeguarding lead is expected to:
  - act as a source of support, advice and expertise for all staff;
  - act as a point of contact with the safeguarding partners;
  - liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
  - as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
  - liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a 147 referral by liaising with relevant agencies so that children's needs are considered holistically;
  - liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
  - promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
  - work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school

This includes:

- ensuring that the school knows who its cohort of children who have or have had a social worker are,
- understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
- supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

### **Information sharing and managing the child protection file.**

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

We recognise that in some settings there may be a different strategic lead for promoting the educational outcomes of children who have or have had a social worker, particularly in larger schools. Where this is the case, it is important that the DSL works closely with the lead to provide strategic oversight for the outcomes of these children and young people.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of this guidance. Where children leave the school (including in year transfers) the designated safeguarding lead should ensure

their child protection file is transferred to the new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required. Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school. For example, information that would allow the new school to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

## **Raising Awareness**

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

## **Training, knowledge and skills**

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand the importance of information sharing, both within the school, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school ;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and,
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them. In addition to the formal training set out above, their

knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

### **Providing support to staff**

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

### **Understanding the views of children**

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in

## **Appendix 4: Procedures for handling an incident of peer-on-peer abuse**

The school's initial response to a report from a child is important. It is essential that **all** victims are reassured that they are being taken seriously and that they will be supported and kept safe.

All staff are trained to manage a report in line with effective safeguarding practice which includes:

- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;
- recognising a child is likely to disclose to someone they trust: this could be **anyone** on the school staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;
- listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc;
- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;
- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation;
- where the report includes an online element, being aware of searching screening and confiscation advice and UKCCIS sexting advice (for schools). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.

- if possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible and informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

## **Risk assessment**

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

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

Risk assessments should be recorded (written or electronic) and should be kept under review. At all times, the school should be actively considering the risks posed to all their students and students and putting adequate measures in place to protect them and keep them safe.

The designated safeguarding lead (or a deputy) should ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The risk assessment is not intended to replace the detailed assessments of expert professionals. Any such professional assessments should be used to inform the school's approach to supporting and protecting their students and students and updating their own risk assessment.

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

The initial response to a report from a child is incredibly important. How the school or college responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying of some behaviours can actually lead to a culture of unacceptable behaviour. 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. Our staff are advised and reminded 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.

## **Actions**

Schools should carefully consider any report of sexual violence and/or sexual harassment. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's initial response. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how
- any investigation will be progressed and any support that they will be offered;
- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;

- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse;
- are there ongoing risks to the victim, other children or school staff; and
- other related issues and wider context

As always when concerned about the welfare of a child, all staff should act in the best interests of the child. It is important to note that a child does not need to make a disclosure for a member of staff to act on a concern of peer on peer abuse. In all cases, schools should follow the safeguarding principles laid out in school.

**Immediate** consideration should be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).

The starting point regarding any report should always be that sexual violence and sexual harassment is not acceptable and will not be tolerated.

The steps for dealing with an incident are outlined below:

- Ask the child outright if they've been harmed and what the nature of the harm was Listen and reassure them that they will be supported and kept safe
- Reflect back, using their language
- Be mindful that some children may face additional barriers to disclosure because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- Make a written record as soon as possible, stating only the facts
- Tell our designated safeguarding lead (DSL) urgently

#### **Remember that:**

- This may only be the first incident the child has reported
- Trauma can impact memory, so the child may not be able to recall all of the details or timeline of the abuse

#### **Where appropriate, take action yourself**

- If the child is in immediate danger or at risk of harm, make a referral to children's social care
- If an offence has been committed, report it to the police (even if the alleged perpetrator(s) is under 10). You can confiscate devices as evidence for the police, if the report includes an online element.
- Find out whether the victim and alleged perpetrator(s) share classes, premises or transport, and consider how to keep them a reasonable distance apart while on the premises, including both before and after school

#### **What not to do:**

- Do not dismiss the incident as 'banter', 'part of growing up' or 'having a laugh'
- Do not ask leading questions
- Do not promise total confidentiality - explain who you will need to tell and why

- Do not view photos or videos of a sexual nature. If you do so by accident or think you might need to in order to deal with the issue effectively, talk to our DSL

- Try not to make notes while the child is talking, if at all possible

- Tell anyone about the disclosure unless they need to know in order to progress it

## **Options to manage the report**

It is important that schools consider every report on a case-by-case basis. When to inform the alleged perpetrator will be a decision that should be carefully considered. Where a report is going to be made to children's social care and/or the police, then, as a general rule, the school should speak to the relevant agency and discuss next steps and how the alleged perpetrator will be informed of the allegations. However, as per general safeguarding principles, this does not and should not stop the school taking immediate action to safeguard their children, where required. There are four likely scenarios for schools to consider when managing any reports of sexual violence and/or sexual harassment.

### **Manage internally**

- In some cases of sexual harassment, for example, one-off incidents, the school may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour and bullying policies and by providing pastoral support.
- Whatever the school's response, it should be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

### **Early help**

- The school may decide that the children involved do not require statutory interventions but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.
- Full details of the early help process are in Chapter one of Working Together to Safeguard Children.
- Multi-agency early help will work best when placed alongside strong school policies, preventative education and engagement with parents and carers.
- Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

### **Referrals to children's social care**

- Where a child has been harmed, is at risk of harm, or is in immediate danger, schools should make a referral to local children's social care.
- At the referral to children's social care stage, schools will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care.
- If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services.

- Where statutory assessments are appropriate, the school (especially the designated safeguarding lead or a deputy) should be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support.
- Schools should not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school. It will be important for the designated safeguarding lead (or a deputy) to work closely with children's social care (and other agencies as required) to ensure any actions the school takes do not jeopardise a statutory investigation. The risk assessment as per paragraph 248 will help inform any decision. Consideration of safeguarding the victim, alleged perpetrator, any other children directly involved in the safeguarding report and all children at the school should be **immediate**.
- In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The school (generally led by the designated safeguarding lead or a deputy) should be prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the designated safeguarding lead (or a deputy) should consider other support mechanisms such as early help, specialist support and pastoral support.
- Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

## **Reporting to the Police**

**Any report to the police will generally be in parallel with a referral to children's social care (as above).**

- It is important that the designated safeguarding lead (and their deputies) are clear about the local process for referrals and follow that process.
- Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.
- At this stage, schools will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.
- Where a report has been made to the police, the school should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.
- All police forces in England have specialist units that investigate child abuse. The names and structures of these units are matters for local forces. It will be important that the designated safeguarding lead (and their deputies) are aware of their local arrangements.
- In some cases, it may become clear very quickly, that the police (for whatever reason) will not take further action. In such circumstances, it is important that the school continue to engage with specialist support for the victim as required.
- Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

## Appendix 5: Information sharing flowchart

