Westfield Primary Community School

Safeguarding and Child Protection Policy

Approved By:	**Approved by Full Governing Body**
Date:	**July 2023**
Review Date:	**July 2024**

Vision for Westfield

Together we strive to:

Inspire *a love for our community through mutual respect, teamwork and the shared belief that anything is possible.*

Create *a learning culture which recognises potential, celebrates achievement and respects individuality.*

Nurture *strong relationships in a safe and secure environment, where opinions are valued and kindness is the core.*

Westfield School Safeguarding &

Child Protection Policy

Named personnel with designated responsibility for Child Protection

Academic year	Designated Person	Nominated Governor	Chair of Governors
2023 - 2024	Lamara Taylor (DSL) Claire Gomez (DDSL) Maria Eland (DDSL) Rachel Hewston (DDSL) James Griffiths (DDSL)	Michelle Fairclough	Chris Waring
2022 – 2023	Lamara Taylor (DSL) Claire Gomez (DDSL) Maria Eland (DDSL) Rachel Hewston (DDSL) James Griffiths (DDSL)	Michelle Fairclough	John McCormack
2021 – 2022	Lamara Taylor (DSL) Claire Gomez (DDSL) Jane Benton (DDSL) Maria Eland (DDSL)	Michelle Fairclough	John McCormack
2020 – 2021	Lamara Taylor (DSL) Claire Gomez (DDSL) Jane Benton (DDSL) Maria Eland (DDSL)	Michelle Fairclough	John McCormack
2019 - 2020	Lamara Taylor (DSL) Claire Gomez (DDSL) Jane Benton (DDSL) Maria Eland (DDSL)	Michelle Fairclough	John McCormack (Since January 2019)

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Acronyms Use in this Policy

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. Keeping Children Safe in Education, 2022.

Statement of intent

At Westfield Primary Community School, we recognise our moral and statutory responsibility to safeguard and protect children from harm. We are committed to promoting the welfare of all pupils, both inside and outside of school. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken. We recognise that the safeguarding culture of a school is, in part, exercised through the development of respectful, caring and professional relationships between adults and pupils and behaviour by the adult that demonstrates integrity, maturity and good judgement, and strive for this to be at the centre of all our practice.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

The procedures contained in this policy apply to all staff, volunteers, visitors and governors. All procedures encompassed by this policy will be followed robustly, rigorously and in a timely manner.

It will be achieved by:

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Teaching pupils how to keep safe and recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to abuse.
- Ensuring that members of the governing board, the headteacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse and know to refer concerns to the DSL.
- Ensuring that the headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

Safeguarding and Child Protection are defined as two different things:

- Safeguarding and promoting the welfare of children is defined as:
  - protecting children from maltreatment;
  - preventing the impairment of children's mental and physical health or development;
  - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
  - taking action to enable all children to have the best outcomes
- Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm.

The DSL is: **Lamara Taylor**. In the absence of the DSL, child protection matters will be dealt with by **Claire Gomez, Maria Eland, James Griffiths or Rachel Hewston** (Deputy DSLs)

This policy contains a number of acronyms. These acronyms are listed with their descriptions in the appendix

Safeguarding is Everyone's Responsibility

If you have any concerns about a child's or adult's safety, welfare or general wellbeing, please speak with a member of our safeguarding team straight away.

Lamara Taylor – Head Teacher
Designated Safeguarding Lead

Maria Eland – Safeguarding Officer
Deputy Designated Safeguarding Lead

Claire Gomez – Deputy Head Teacher
Deputy Designated Safeguarding Lead

James Griffiths – Senior Leader
Deputy Designated Safeguarding Lead

If you have any concerns, see the reverse of this poster for the correct procedures.

Rachel Hewston – SENCO
Deputy Designated Safeguarding Lead

Michelle Fairclough –
Governor with responsibility for Safeguarding

Health and Safety Team

Alistair Swindlehurst
Site Manager

Lucy Swindlehurst
Office Manager

Lisa Palmer
Business Manager

Key Contacts

ROLE/ORGANISATION	CONTACT DETAILS
MASH (Multi Agency Safeguarding Hub)	01904 551900 01609 780780 (out of hours emergency duty team) **mash@york.gov.uk**
MASH Early Help Team	01904 551900 **earlyhelp@york.gov.uk**
Local authority designated officer (LADO)	01904 551783 lado@york.gov.uk - only email using a secure 'york.gov' email account
Attendance Advisor – Mark Smith	mark.smith@york.gov.uk
Head of Virtual School– Karron Young	Karron.young@york.gov.uk
School Inclusion Advisor – Dan Bodey	Dan.bodey@york.gov.uk
Welfare Call	01226 715989
Family Information Service	01905 554444
Youth Justice Team	01904 554048
Safeguarding Advisor - Caroline Wood	caroline.wood@york.gov.uk
Channel helpline	020 7340 7264

1. Definitions

1.1. The terms **"children"** and **"child"** refer to anyone under the age of 18.

1.2. For the purposes of this policy, "safeguarding and protecting the welfare of children" is defined as:

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

1.3. For the purpose of this policy, Harmful Sexual Behaviours (HSB) are defined as; Sexual behaviours expressed by children that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child, young person or adult. **Harmful sexual behaviour** includes, but is not limited to, the following actions:

- Using sexually explicit words and phrases
- Inappropriate touching
- Sexual violence or threats
- Full penetrative sex with other children or adults

1.4. In accordance with the DfE's guidance, 'Sexual violence and sexual harassment between children in schools and colleges' (2021), and for the purposes of this policy, the term **"sexual harassment"** is used within this policy to describe any unwanted conduct of a sexual nature, both online or offline and both inside and outside of school. 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.

1.5. For the purpose of this policy, the term **"sexual violence"** encompasses the definitions provided in the Sexual Offences Act 2003, including those pertaining to rape, assault by penetration and sexual assault and causing someone to engage in sexual activity without consent.

1.6. For the purposes of this policy, **"upskirting"** refers to the act of taking a picture or video under a person's clothing, without their knowledge or consent, with the intention of viewing that person's genitals or buttocks (with or without clothing). Despite the name, anyone (including both pupils and teachers), and any gender, can be a victim of upskirting.

1.7. The term **"teaching role"** is defined as planning and preparing lessons and courses for pupils; delivering lessons to pupils; assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils. These activities are not teaching work if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the headteacher to provide such direction and supervision.

1.8. For the purpose of this policy, "**child-on-child**" abuse is defined as abuse between children. This can occur within and outside of school, and online and offline. It includes, but is not limited to the following:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying
- abuse in intimate personal relationships between children
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence
- sexual harassment
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting
- Initiation/hazing-type violence and rituals. This could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

2. Legal framework

2.1. This policy has been created with due regard to all relevant legislation including, but not limited to, the following:

Legislation

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019

Statutory guidance

- HM Government (2013) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- DfE (2022) 'Keeping children safe in education'
- DfE (2021) 'Statutory framework for the early years foundation stage

- DfE (2018) 'Disqualification under the Childcare Act 2006'
- DfE (2016) Children Missing in Education – statutory for the Local Authority

Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- DfE (2017) 'Child sexual exploitation'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- Domestic Abuse Act 2021
- Guidance for Safer Working Practice for Adults who work with Children and Young People in Education 2022

2.2. Other relevant school policies include:

Behaviour Policy	Staff Code of Conduct	Acceptable Use Policy
Information Policy	Whistleblowing Policy	Online Safety Training
Positive Handling Policy	Allegations of Abuse Against Staff Policy	Attendance Policy
Suspension and Permanent Exclusion Policy	Recruitment & Selection Policy	First Aid / Medicines In School Policy
Allergies & Special Dietary Requirements Policy	DBS Policy	Intimate Care Policy
RSE Policy	Pupil Remote Learning Policy	Health & Safety Policy
Volunteers in School Policy	Supporting Pupils with Medical Needs	Abusive Behaviour of Parents & Visitors

3. Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality

- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 12)
- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated

4. Roles and responsibilities

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone in our school who encounters children, and their families, have a role to play in safeguarding. All leaders, staff, governors, visitors and volunteers in our school should consider, always, what is in the best interests of children.

Although safeguarding and child protection is the responsibility of the whole school community, delegated responsibilities are allocated to specific roles so that provision can be as effective as possible:

4.1. All staff members have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which pupils can learn.
- Act in accordance with school procedures with the aim of eliminating unlawful discrimination, harassment and victimisation, including those in relation to child-on-child abuse.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Be aware of the signs of abuse and neglect.
- Be aware of the early help process and understand their role in it.
- Act as the lead professional in undertaking an early help assessment, where necessary.
- Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Be confident of the processing conditions under relevant data protection legislation, including information which is sensitive and personal, and information that should be treated as special category data.
- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.

- Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.
- Support social workers in making decisions about individual children, in collaboration with the DSL and DDSL.
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.
- Follow the school's procedure for, and approach to, preventing radicalisation.
- Challenge senior leaders over any safeguarding concerns, where necessary.
- Complete all required safeguarding update training and ensure the reading and training outlined in the annual safeguarding checklist is completed and evidenced. Ensure weekly briefing minutes are read and understood, with particular attention to the safeguarding agenda.

4.2. The **governing board** has a duty to:

- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children'.
- Confirm that the school's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the school's policies and procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- Ensure that all governors receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.
- Ensure that staff members have due regard to relevant data protection principles that allow them to share (and withhold) personal information.
- Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the headteacher or another governor.
- Guarantee that there are effective child protection policies and procedures in place together with a Staff Code of Conduct.
- Ensure that there is a senior board level lead responsible for safeguarding arrangements.

- Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description.
- Appoint one or more deputy DSL(s) to provide support to the DSL and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job description(s).
- Ensure all relevant persons are aware of the school's local safeguarding arrangements, including the governing board itself, the SLT and DSL.
- Make sure that pupils are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff members are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+.
- Ensure the school has clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.
- Certify that there are procedures in place to handle allegations against members of staff or volunteers.
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to child-on-child abuse.
- Make sure that pupils' wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual pupils.
- Guarantee that there are systems in place for pupils to express their views and give feedback.

- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the virtual school head (VSH) to discuss how the pupil premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regards to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risk of their disappearance in future.
- Ensure that all members of the governing board have been subject to an enhanced DBS check.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Governors are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

4.3. The headteacher (DSL) has a duty to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Provide staff, upon induction, with the Child Protection and Safeguarding Policy, Staff Code of Conduct, part one of the 'Keeping children safe in education' (KCSIE) guidance, Behaviour Policy, the online safety training, and the identity of the DSL and any deputies.
- Be aware of the requirement for children to have an Appropriate Adult. Further information can be found in the statutory guidance - PACE Code C 2019.

4.4. The Headteacher and Deputy DSLs have a duty to:

- Understand and keep up-to-date with local safeguarding arrangements.
- Act as the main point of contact with the three safeguarding partners and the child death review partner.
- Make the necessary child protection referrals to appropriate agencies.
- Understand when they should consider calling the police, in line with the National Police Chiefs' Council (NPCC) guidance.

- Liaise with the headteacher to inform them of safeguarding issues and ongoing enquiries.
- Liaise with the DSL(s) to ensure effective safeguarding outcomes.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Support staff members in liaising with other agencies and setting up inter-agency assessments where early help is deemed appropriate.
- Keep cases of early help under constant review and refer them to the CSCS if the situation does not appear to be improving.
- Have a working knowledge of how LAs 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.
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Be alert to the specific requirements of children in need, including those with SEND and young carers.
- Keep detailed, accurate and secure records of concerns and referrals using CPOMS.
- Secure access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Actively supporting parents with parenting skills and offering advice and guidance as well as signposting to other relevant agencies.
- Work with the governing board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Ensure the best educational outcomes by identifying at-risk pupils to the school and its staff, so that the relevant personnel understand each pupil's educational and welfare needs.
- Support teaching staff to identify the challenges that at-risk pupils may face and the additional academic support and adjustments they can make to support these pupils.
- Link with local safeguarding arrangements to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.
- Ensure that a pupil's child protection file is transferred securely and signed for by the next setting, if not CPOMs transfer is not available

- Be available at all times during school hours to discuss any safeguarding concerns via telephone or in person.
- Hold the details of the City of York Safeguarding Board and liaise with them as necessary. CYC website is reviewed monthly. Andrew Hall Safeguarding Pro is used for weekly updates.

4.5. The designated teacher for LAC has a duty to:

- Promote the educational achievement of children who are Looked After and children who were previously Looked After, and for children who have left care through adoption, special guardianship or child arrangements.
- Work with the Virtual School to ensure children's progress is supported
- Work with the DSL / Deputy DSLs to ensure the ongoing safety and wellbeing of Looked After Children.
- Liaise with children's social worker, carers and parents where appropriate.
- Recognise children, who were previously Looked After, potentially remain vulnerable and highlight the importance of maintaining support for them through our school pastoral system.
- Have daily contact with Welfare Call to confirm the attendance of our Looked After Children.
- Complete termly reports and share these with Welfare Call.

5. Inter-agency working

5.1. The school contributes to inter-agency working as part of its statutory duty.

5.2. The school is aware of and will follow the local safeguarding arrangements. Multi Agency Safeguarding Hub (MASH) is City of York's multi-agency single point of contact for all concerns about children and to make sure that children receive the right level of support

5.3. The school will work with CSCS, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to inter-agency plans to provide additional support.

5.4. Where a need for early help is identified, the school will allow access for CSCS from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.

5.5. The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.

5.6. Considering 4.3, staff members are aware that whilst the GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do

not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

5.7. Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils.

5.8. If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL.

5.9. The school also recognises the particular importance of inter-agency working in identifying and preventing child sexual exploitation (CSE).

6. Abuse and neglect

6.1. All staff will be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.

6.2. All staff, especially the DSL and their deputies, will be aware that pupils can be at risk of abuse or exploitation in situations outside their families (extra-familial harms).

6.3. All staff members will be aware of the indicators of abuse and neglect and the appropriate action to take following a pupil being identified as at potential risk of abuse or neglect.

6.4. All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues and recognise that, in many cases, abuse and other risks will take place concurrently both online and offline.

6.5. When identifying pupils at risk of potential harm, staff members will look out for a number of indicators including, but not limited to, the following:

- Injuries in unusual places, such as bite marks on the neck, that are also inconsistent with their age
- Lack of concentration and acting withdrawn
- Knowledge ahead of their age, e.g. sexual knowledge.
- Use of explicit language
- Fear of abandonment
- Depression and low self-esteem

6.6. All members of staff will be aware of the indicators of child-on-child abuse, such as those in relation to bullying, sexual harassment and sexual violence, sexting and physical abuse.

6.7. All staff will be aware of the necessary procedures to follow to prevent child-on-child abuse, as outlined in section 30 of this policy.

6.8. All staff will be aware of the behaviours linked to drug taking, alcohol abuse, serious violence, deliberately missing education, radicalisation and consensual and non-consensual sharing of nude and semi-nude images, and will understand the danger this poses to children.

6.9. Staff members will be aware of the effects of a pupil witnessing an incident of abuse, such as witnessing domestic violence at home.

7. Types of abuse and neglect

7.1. 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.

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

7.3. **Emotional abuse:** a form of abuse that involves the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This may involve conveying to a child they are worthless, unloved, inadequate, or unvalued. It may include not giving the child opportunities to express their views, deliberately silencing them, or often making them feel as though they are in danger. It may feature age or developmentally inappropriate expectations being imposed on the child. 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.

7.4. **Sexual abuse:** a form of abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, and whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration, 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.

7.5. **Neglect:** a form of abuse that involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve failure to: provide adequate food, clothing or shelter; protect a child from physical or emotional harm; ensure adequate supervision; or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

8. FGM

8.1. For the purpose of this policy, FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs.

8.2. The school's procedures relating to managing cases of FGM and protecting pupils will reflect multi-agency working arrangements.

8.3. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

8.4. Relevant staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with social care and/or the police.

8.5. Teachers are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action.

8.6. Unless the teacher has good reason not to, they should still consider and discuss any such case with the DSL (or deputy) and involve local authority children's social care as appropriate.

8.7. 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). In these cases, teachers should follow local safeguarding procedures.

8.8. There are a range of potential indicators that a pupil may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the pupil.

8.9. Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

8.10. Indicators that may show a heightened risk of FGM include the following:

- The socio-economic position of the family and their level of integration into UK society
- Any girl with a mother, sister or other female relative who has been subjected to FGM
- Any girl withdrawn from PSHE

8.11. Indicators that may show FGM could take place soon include the following:

- When a relative or someone known as a 'cutter' is visiting from a country of origin
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman' or 'be prepared for marriage'.
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent

8.12. Staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

8.13. Indicators that FGM may have already taken place include the following:

- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems
- Prolonged or repeated absences from school followed by withdrawal or depression
- Reluctance to undergo normal medical examinations
- Asking for help, but not being explicit about the problem due to embarrassment or fear

8.14. Staff will not examine pupils, and so it is rare that they will see any visual evidence, but they will report to the police where an act of FGM appears to have been carried out. Unless the staff member has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSCS as appropriate.

8.15. FGM is also included in the definition of 'honour-based' abuse (HBA), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.

8.16. All forms of HBA are forms of abuse and will be treated and escalated as such.

8.17. Staff will be alert to the signs of HBA, including concerns that a child is at risk of HBA, or has already suffered from HBA, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

9. Forced marriage

9.1. For the purpose of this policy, a **"forced marriage"** is defined as a marriage that is 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 the marriage. Forced marriage is a crime in England.

9.2. As part of HBA, staff will be alert to the signs of forced marriage including, but not limited to, the following:

- Becoming anxious, depressed and emotionally withdrawn with low self-esteem
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia
- Displaying a sudden decline in their educational performance, aspirations or motivation
- Regularly being absent from school
- Displaying a decline in punctuality
- An obvious family history of older siblings leaving education early and marrying early

9.3. If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding

procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit (020 7008 0151 or email fmu@fcdo.gov.uk)

10. Child sexual exploitation (CSE)

10.1. For the purpose of this policy, **"child sexual exploitation"** is defined as: a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity, for either, or both, of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or increased status of the perpetrator or facilitator

10.2. CSE does not always involve physical contact, as it can also occur online. It is also important to note that a child can be sexually exploited even if the sexual activity appears consensual. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

10.3. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

10.4. The school has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

Identifying cases

10.5. School staff members will be aware of and look for the key indicators of CSE. These are outlined in 10.5. Some additional specific indicators in CSE are children who:

- Have older boyfriends or girlfriends
- Suffer from sexually transmitted infections or become pregnant

Referring cases

10.6. Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern still remains, local safeguarding procedures will be triggered, including a referral to MASH.

Support

10.7. The LA and all other necessary partners will then handle the matter to conclusion. The school will cooperate as needed.

11. Child criminal exploitation (CCE)

11.1. For the purpose of this policy, **"child criminal exploitation"** is defined as: where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, for any, or all, of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

11.2. CCE may be in effect even if the criminal activity appears consensual and can happen through the use of technology.

11.3. 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.

11.4. 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, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Identifying cases

11.5. School staff will be aware of the following indicators that a child is the victim of CCE:

- Appearing with unexplained gifts, money or new possessions
- Associating with other children involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs or alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education or not taking part

12. County lines

12.1. For the purpose of this policy, "**County lines**" refers to organised criminal networks or gangs exploiting children to move, store and sell illegal drugs and money using dedicated mobile phone lines or other forms of "deal line". This activity can happen locally as well as across the UK. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

12.2. Children can be targeted and recruited into county lines in a number of locations including schools. 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.

12.3. Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs.

12.4. Staff members who suspect a pupil may be vulnerable to, or involved in, county lines activity will immediately report all concerns to the DSL.

12.5. The DSL will consider referral to the National Referral Mechanism on a case-by-case basis and consider involving local services and providers who offer support to victims of county lines exploitation.

12.6. A number of the indicators for CSE and CCE (10.5) 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:

- Persistently going missing or being found out of their usual area

- Unexplained acquisition of money, clothes or mobile phones
- Excessive receipt of texts or phone calls
- Relationships with controlling or older individuals or groups
- Leaving home without explanation
- Evidence of physical injury or assault that cannot be explained
- Carrying weapons
- Sudden decline in school results/engagement in learning
- Becoming isolated from peers or social networks
- Self-harm or significant changes in mental state
- Parental reports of concern

13. Mental health

13.1. All staff need to be aware that mental health problems can, in some cases, be an indicator that a child has suffered, or is at risk of suffering abuse, neglect or exploitation.

13.2. School staff are not expected or trained to diagnose mental health conditions or issues. They will not attempt to make a diagnosis of mental health problems.

13.3. Staff will be encouraged to identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one.

13.4. The school will access a range of advice to help them identify pupils in need of additional mental health support, including working with external agencies. DSLs, DDSLs and the SENCO will be familiar with DfE guidance 'Mental health and behaviour in schools'.

13.5. Staff who have a mental health concern about a pupil that is also a safeguarding concern will act in line with this policy and speak to the DSL or a deputy.

13.6. Relevant staff will be made aware of children who have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences. This can have a lasting impact throughout childhood, adolescence and into adulthood. Staff must be aware of how these children's experiences can impact on their mental health, behaviour, and education.

13.7. CYC PAMIC tool is available for assessing the impact of parental mental health upon children. https://www.saferchildrenyork.org.uk/Downloads/PAMIC-Tool.pdf

14. Domestic Abuse

14.1. In April 2021, the Domestic Abuse Act 2021 introduced a statutory definition for the first time. The Domestic Abuse Act 2021 defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- physical or sexual abuse;
- violent or threatening behaviour;
- controlling or coercive behaviour;
- economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and

- psychological, emotional or other abuse.

14.2. People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

14.3. The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

14.4. 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 sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home.

14.5. The school is part of Operation Encompass meaning it may be informed of domestic abuse incidents between a child's family members. 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.

14.6. 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.

15. Homelessness

15.1. The DSL and DDSL will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

15.2. Indicators that a family may be at risk of homelessness include the following:

- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour
- Any mention of a family moving home because "they have to"

15.3. Referrals to the Local Housing Authority do not replace referrals to CSCS where a child is being harmed or at risk of harm.

16. Serious violence

16.1. All staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violence. These indicators include, but are not limited to, the following:

- Increased absence from school

- A change in friendships or new relationships with older individuals or groups
- A significant decline in performance
- Signs of self-harm
- A significant change in wellbeing
- Signs of assault
- Unexplained injuries
- Unexplained gifts or new possessions

16.2. Staff should be aware of some of the most significant risk factors that could increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

16.3. Staff members who suspect a child may be vulnerable to, or involved in, serious violence will immediately report their concerns to the DSL.

17. Children with family members in prison

17.1. Children with a family member in prison will be offered pastoral support. Staff will be aware that these children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

17.2. Children aged 10 and above, with a family member in prison will receive a copy of 'Are you a young person with a family member in prison' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

17.3. Staff will access information from The National Information Centre on Children of Offenders (NICCO) to support their work with offenders and their children, to help mitigate negative consequences for children affected.

18. Pupils required to give evidence in court

18.1. Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

18.2. Pupils will also be provided with the booklet 'Going to Court' from HM Courts and Tribunals Service (HMCTS) where appropriate and allowed the opportunity to discuss questions and concerns.

19. Contextual safeguarding / Extra-Familial Harm

19.1. Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts.

19.2. School staff, particularly the DSL and DDSLs, will always consider contextual safeguarding and assess pupils' behaviour to consider whether there are wider environmental factors that are a threat to their safety and/or welfare.

19.3. The school will provide as much contextual information as possible when making referrals to CSCS, including any early help and support for the wider family.

20. Preventing radicalisation

20.1. Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is an essential part of our safeguarding approach.

20.2. For the purpose of this policy, we have used the following definitions:

- "**Radicalisation**" refers to the process by which a person comes to support terrorism and extremist ideologies
- "**Extremism**" refers to the vocal or active opposition to fundamental British 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
- "**Terrorism**" refers to an action that endangers or causes serious violence to a person or people, property, or electronic system, which is designed to influence the government, intimidate the public, or advance a cause.

20.3. The school will actively assess the risk of pupils being drawn into terrorism.

20.4. Staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

20.5. Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act proportionately, which may include the DSL or deputy making a Prevent referral. The school will work with local safeguarding arrangements as appropriate.

20.6. The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms.

20.7. Any concerns over radicalisation will be discussed with a child's parents, unless the school has reason to believe that the child would be placed at risk as a result.

Training

20.8. The DSL will arrange training sessions for all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

Risk indicators of vulnerable pupils

20.9. Indicators of an identity crisis include the following:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society

20.10. Indicators of a personal crisis include the following:

- Family tensions
- A sense of isolation

- Low self-esteem
- Disassociation from existing friendship groups
- Searching for answers to questions about identity, faith and belonging

20.11. Indicators of vulnerability through personal circumstances includes the following:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

20.12. Indicators of vulnerability through unmet aspirations include the following:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life
- Indicators of vulnerability through criminality:
- Experiences of dealing with the police
- Involvement with criminal groups

Making a judgement

20.13. When making a judgement, staff will ask themselves the following questions:

- Does the pupil have access to extremist influences?
- Does the pupil access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting such groups covertly using Skype)?
- Is there a reason to believe that the pupil has been, or is likely to be, involved with extremist organisations?
- Is the pupil known to have possessed, or be actively seeking, extremist literature/other media likely to incite racial or religious hatred?
- Does the pupil sympathise with or support illegal/illicit groups?
- Does the pupil support groups with links to extremist activity?
- Has the pupil encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the pupil?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the pupil?
- Has there been a significant shift in the pupil's outward appearance that suggests a new social, political or religious influence?
- Has the pupil come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the pupil vocally support terrorist attacks, either verbally or in their written work?

- Has the pupil witnessed or been the victim of racial or religious hate crimes?
- Is there a pattern of regular or extended travel within the UK?
- Has the pupil travelled for extended periods of time to international locations?
- Has the pupil employed any methods to disguise their identity?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil the victim of social isolation?
- Does the pupil demonstrate a simplistic or flawed understanding of religion or politics?
- Is the pupil a foreign national or refugee, or awaiting a decision on their/their family's immigration status?
- Does the pupil have insecure, conflicted or absent family relationships?
- Has the pupil experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the pupil's life has extremist views or sympathies?

20.14. Critical indicators include where the pupil is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

20.15. Any member of staff who identifies such concerns, because of observed behaviour or reports of conversations, will report these to the DSL.

20.16. The DSL will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance.

Channel programme

20.17. Safeguarding children is a key role for both the school and the LA, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable pupil is at risk of being drawn into terrorism.

20.18. In cases where the school believes a pupil is potentially at serious risk of being radicalised, the headteacher or DSL will contact the Channel programme.

20.19. The DSL will also support any staff making referrals to the Channel programme.

20.20. The Channel programme ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist-related activity.

20.21. The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from the school.

20.22. The delivery of the Channel programme may often overlap with the implementation of the LA's or school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from CSCS, or where the individual is already known to CSCS.

20.23. The school will keep in mind that an individual's engagement with the Channel programme is voluntary at all stages.

Building children's resilience

20.24. The school will:

- Provide a safe environment for debating controversial issues.
- Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.
- Allow pupils time to explore sensitive and controversial issues.
- Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
- Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
- Teach pupils about how democracy, government and law making/enforcement occur.
- Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

Resources

20.25.The school will utilise the following resources when preventing radicalisation:

- Local safeguarding arrangements
- Local police (contacted via 101 for non-emergencies)
- The DfE's dedicated helpline (020 7340 7264)
- The Channel awareness programme
- The Educate Against Hate website

21. A child missing from education

21.1. Children missing from school, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation.

21.2. The school will ensure all staff understand the importance of good school attendance and are aware of their responsibilities under the school's Attendance Policy.

21.3. Attendance registers are taken twice a day: once at the start of the school day at 9:00am, and again at the start of the afternoon session at 12:45pm (EYFS and KS1) and 1:00pm (KS2). Class teachers take the register and submit these to the office. The registers remain open for 30 minutes. Pupils arriving at school after 9:00am but before the end of the registration period, will be given an L code in the register (late before registers close). The number of minutes late will be recorded in the register with a reason why. Pupils arriving after the registers have closed will be coded U (late after registers close). Lateness is recorded and monitored so safeguarding concerns can be flagged up and investigated at the earliest opportunity.

21.4. Parents / carers are expected to notify the school if their child is unable to attend school. If the school does not receive notification, it will send a text message by 9:15am requesting parents / carers to telephone the school immediately. If there is no response to this within 15 minutes, school will telephone the first emergency contact. If school is unable to make contact, they will then call the other emergency contacts listed for the pupil. First day contact will be carried out as early as possible in the school day, in order to notify parents whose children may have set off for school, but not arrived, as quickly as possible. Action will be prioritised for vulnerable pupils.

21.5. Each morning, the office emails the DSL, Deputy DSLs and SENCO a list of identified vulnerable pupils who are absent from school. Any children absent without reason, or where there is cause for concern, will be prioritised.

21.6. When a child, who is subject to a Child Protection Plan or is Looked After, is absent without explanation, the DSL / DDSL will immediately inform MASH.

21.7. In the event of an absence of two or more days without contact from the family, the Children's Champions / SLT will make a home visit to check on the welfare of the child. A decision will be made following this whether additional services need to become involved. In some circumstances, home visits may be made on the first day of absence.

21.8. The school will inform the LA of any pupil who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

21.9. Staff will monitor pupils that go missing from school, particularly on repeat occasions, and report them to the DSL and DDSL following normal safeguarding procedures.

Admissions register

21.10. Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending.

21.11. The school will notify the LA within five days of when a pupil's name is added or removed to the admissions register using the Pupil Movement Form (email to cme@york.gov.uk)

21.12. The school will ensure that the admissions register is kept up-to-date and accurate at all times. They will encourage parents to inform school of any changes whenever they occur

21.13. Every effort will be made to hold two emergency contact details for each pupil, where possible.

21.14. Staff will monitor pupils who do not attend the school on the agreed date and will notify the LA at the earliest opportunity.

21.15. If a parent notifies the school that their child will live at a different address, the school will record the following information on ScholarPack and a Pupil Update Form:

- The full name of the parent with whom the pupil will live
- The new address
- The date from when the pupil will live at that address

21.16. If a parent notifies the school that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:

- The name of the new school
- The date on which the pupil first attended, or is due to attend, that school

21.17. When a pupil moves to a new school, the school will use a secure internet system (School2School for CFTs and CPOMS, where possible, for Safeguarding Information) to securely transfer pupils' data. If a child is on a child protection plan, the school 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 to allow the new school to have support in place for when the child arrives. The designated safeguarding lead should ensure secure transit, and confirmation of receipt should be obtained.

21.18. To ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:

- Have been taken out of the school by their parents, and are being educated outside the national education system, e.g. home education.
- Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
- Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and their parent has not indicated the intention to the pupil continuing to attend school after ceasing to be of compulsory school age.
- Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

21.19. The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.

21.20. If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:

- The full name of the pupil
- The full name and address of any parent with whom the pupil lives
- At least one telephone number of the parent with whom the pupil lives

- The full name and address of the parent with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
- The name of the pupil's new school and the pupil's expected start date there, if applicable
- The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)

21.21. The school will work with the LA to establish methods of making returns for pupils back into the school.

21.22. The school will highlight to the LA where they have been unable to obtain necessary information from parents, e.g. where an address is unknown.

21.23. The school will also highlight any other necessary contextual information including safeguarding concerns.

22. Pupils with SEND

22.1. The school recognises that pupils with SEND can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in this group of pupils.

22.2. Staff will be aware of the following:

- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a child's indicators relate only to their disability
- Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers
- Pupils with SEND being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- Cognitive understanding – Pupils with SEND potentially being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

22.3. When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

22.4. When managing a safeguarding issue relating to a pupil with SEND, the DSL or their deputy will liaise with the school's SENCO, as well as the pupil's family where appropriate, to ensure that the pupil's needs are effectively met.

23. Alternative provision

23.1. The school will remain responsible for a pupil's safeguarding during their time at an alternative provider. They will be satisfied that the provider meets the needs of the pupil and that the provider is registered with OFSTED.

23.2. When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff. The alternative provider will train staff appropriately including how to respond to safeguarding concerns and the specifics of who they should contact will be discussed during the admissions meeting.

24. Work experience

24.1. Where the school has pupils conduct work experience at the school, an enhanced DBS check will be obtained if the pupil is over the age of 16. Pupils completing work experience will be given a thorough induction to school, including safeguarding.

25. Private fostering

25.1. Private Fostering occurs when a child under the age of 16 (under 18 for children with a disability) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer.

25.2. When the school becomes aware of a pupil being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks.

26. Opportunities to Teach Safeguarding

26.1. Class teachers will teach children about safeguarding, including online safety, as part of a broad and balanced curriculum.

26.2. The school has a planned RSHE curriculum which outlines the knowledge and understanding children will be taught in relation to healthy and respectful relationships, boundaries and consent, stereotyping, prejudice and equality, physical health and mental wellbeing

26.3. Staff are aware that areas of the curriculum can include or raise subject matter which is of a sensitive or political nature. They will take care to ensure resource materials cannot be misinterpreted and clearly relate to identified learning outcomes.

26.4. Staff will discuss and develop expectations with pupils to ensure sensitive topics can be discussed in a safe learning environment. Staff will respond to pupils' questions with careful judgement and will take advice from the DSL where necessary.

26.5. When delivering lessons on puberty and human reproduction, two staff will be present.

26.6. From Year 3, boys and girls will change clothing for PE in separate areas. Staff will ensure adequate supervision and privacy (for example, classroom blinds will be closed)

27. Online safety - Part of our PSHCE Curriculum

27.1. It is essential that children are safeguarded from potentially harmful and inappropriate online material. As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

27.2. The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

- **content**: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
- **contact**: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **conduct**: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and
- **commerce**: - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

27.3. All staff members will be made aware of the following:

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online
- The procedure to follow when they have a concern regarding a pupil's online activity

27.4. The use of mobile phones by staff is closely monitored by the school, in accordance with the **Staff Code of Conduct** and **Acceptable Use Policy.**

27.5. The school will safeguard and promote the welfare of children and provide them with a safe environment in which to learn by doing all that they reasonably can to limit children's exposure to the risks from the school's IT system. School will ensure appropriate filters and monitoring systems are in place and regularly reviewed for effectiveness.

27.6. The school will ensure that the use of filtering and monitoring systems does not cause "over blocking" which may lead to unreasonable restrictions as to what pupils can be taught regarding online teaching.

28. Remote Education

28.1. Where pupils need to learn online from home, the school will support them to do so safely in line with the Pupil Remote Learning Policy and government guidance.

28.2. Communications with families during periods of Remote Learning will be used to reinforce the importance of children being safe online. The school will make parents and carers aware of what their children are being asked to do online, including the sites they will be asked to access and be clear which members of school staff their child is going to be interacting with online.

28.3. School will be in regular contact with parents and carers. Those communications will be used to reinforce the importance of children being safe online and parents and carers will be made aware

of what systems school uses to filter and monitor online use. Parents and carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school (if anyone) their child is going to be interacting with online.

29. Concerns about a pupil

Children's Concerns (New Section)

29.1. Children have opportunities to raise concerns and these will be listened to, taken seriously and responded to.

29.2. Staff will ensure all children know their job is to keep children safe. They will regularly remind children about sharing worries or concerns with an adult in school. They will make children aware of the adults in school who will listen to and protect them. Staff will be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

Staff's Concerns

29.3. Staff will 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.

29.4. All safeguarding concerns must be reported. Most staff have access to CPOMs and will record their concerns using the CPOMS website. Staff who do not have access, or in the event of CPOMs being unavailable, concerns should be recorded on a Green Form (available from the staff room and office) and passed to the DSL or DDSL.

29.5. If, at any point, there is a risk of immediate harm to a child, staff will speak to the DSL or a DDSL immediately.

29.6. All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing, as outlined in section 33 of this policy.

29.7. Where the DSL is not available to discuss the concern with, staff members will contact the deputy DSL with the matter.

29.8. If a referral is made about a child by anyone other than the DSL, the DSL will be informed as soon as possible.

29.9. The LA will make a decision regarding what action is required within one working day of the referral being made and will notify the referrer.

29.10. Staff are required to monitor a referral. If they do not receive information from the LA regarding what action is necessary for the pupil, this must be followed up.

29.11. If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.

29.12. If early help is appropriate, the case will be kept under constant review. If the pupil's situation does not improve, a referral will be considered.

29.13. All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing by the DSL / DDSL and stored securely on CPOMs.

29.14. If a pupil is in immediate danger, a referral will be made to CSCS and/or the police immediately.

29.15. If a pupil has committed a crime, such as sexual violence, the police will be notified without delay.

29.16. Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views. School will initiate a safety plan in conjunction with the child and share with the parent/carer.

29.17. When responding to safeguarding concerns, staff members will:

- act calmly and supportively
- allow pupils to speak freely
- ensure pupils feel they are being listened to and believed
- give reassuring words of comfort "You're doing the right thing in sharing this" "I am here to help"
- not be afraid of silences
- explain to pupils what will happen next
- not promise confidentiality
- make thorough records of conversations and add these to CPOMS / Green Form.

29.18. An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

30. Welfare Visits

30.1. When staff have concerns about a child or their family, they may undertake a welfare visit to their home. A DSL/DDSL will always carry out these visits, accompanied by another member of staff to protect both staff, pupils and their families.

30.2. If staff are required to use their own vehicle, they will ensure that appropriate car seats and relevant insurance are in place, and that the vehicle is in a road worthy condition.

30.3. If it is believed that a child or parent is at immediate risk of harm, the DSL/DDSL will ring 999 or contact the MASH team as appropriate.

30.4. Whilst undertaking a welfare visit, staff will:

- adhere to agreed risk assessments
- always take a charged mobile phone
- take place within school hours, wherever possible
- always ensure a member of staff in school is aware of the welfare visit
- avoid unannounced visits wherever possible
- never enter a home without the parent or carer's consent or when the parent is absent, except in an emergency
- always make a timely, accurate written record on CPOMS
- ensure any behaviour or situation which gives rise to concern is discussed with DSL

31. Early Help CYC System

31.1. Early Help means providing support as soon as a need emerges, at any point in a child's life. The Early Help model is one of collaboration and brings families, communities, professionals and systems to work together in a coordinated approach to ensure that children and their families receive the right help at the right time.

31.2. Any pupil may benefit from Early Help, but in particular staff will be alert to the potential need for early help for pupils who:

- Have SEND (whether or not they have a statutory EHC plan).
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- Are frequently missing/going missing from care or from home.
- Misuse drugs or alcohol.
- Are at risk of modern slavery, trafficking or exploitation.
- Are in a family circumstance presenting challenges such as substance abuse, adult mental health problems or domestic abuse.
- Are returned home to their family from care.
- Show early signs of abuse and/or neglect.
- Are at risk of being radicalised or exploited.
- Are privately fostered.

31.3. Early help will also be used to address non-violent harmful sexual behaviour to prevent escalation, under the support of CSC.

31.4. All staff will be made aware of the local early help process and understand their role in it https://www.saferchildrenyork.org.uk/early-help.htm

31.5. The DSL or DDSL will take the lead where early help is appropriate. The school has two Children's Champions who play a key role in identifying pupils and families in need of support. They are available on the playgrounds at drop off / pick up, offer parent appointments and have dedicated phone lines for families to discuss concerns.

32. Managing referrals

32.1. The reporting and referral process outlined in Appendix B will be followed accordingly.

32.2. All staff members, in particular the DSL/DDSL, will be aware of the LA's arrangements in place for managing referrals. The DSL/DDSL will provide staff members with clarity and support where needed.

32.3. When making a referral to CSCS or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.

32.4. The DSL/DDSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved.

32.5. The DSL/DDSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

32.6. Where a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. **Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.**

32.7. The school will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by CSCS.

32.8. Where CSCS decide that a statutory investigation is not appropriate, the school will consider referring the incident again if it is believed that the pupil is at risk of harm.

32.9. Where CSCS decide that a statutory investigation is not appropriate and the school agrees with this decision, the school will consider the use of other support mechanisms, such as early help and pastoral support, and signposting to external agencies.

32.10. At all stages of the reporting and referral process, the pupil will be informed of the decisions made, actions taken and reasons for doing so.

32.11. Discussions of concerns with parents will only take place where this would not put the pupil or others at potential risk of harm.

32.12. The school will work closely with parents to ensure that the pupil, as well as their family, understands that the arrangements in place, such as in-school interventions, are effectively supported and know where they can access additional support.

33. Safeguarding concerns and allegations made about staff, including supply teachers, volunteers and contractors

33.1. If a staff member has concerns about another member of staff (including supply staff, contractors, visitors and volunteers), it will be raised with the headteacher.

33.2. If the concern is with regards to the headteacher, it will be referred to the chair of governors.

33.3. Any concerns regarding the safeguarding practices at the school will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the **Whistleblowing Policy**.

33.4. If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

33.5. The following two sections cover the two levels of allegation / concern:

- Allegations that may meet the harm threshold
- Allegations/concerns that do not meet the harm threshold – referred to for the purposes of this policy as 'low-level concerns'

33.6. For the purpose of this policy, the "**harms threshold**" refers to a situation where a person would pose a risk of harm if they continued to work in regular or close contact with pupils in their present position, or in any capacity. This is where it is alleged that a person has:

- behaved in a way that has harmed a child, or may have harmed a child and/or

• possibly committed a criminal offence against or related to a child, and/or
• behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
• behaved or may have behaved in a way that indicates they may not be suitable to work with children.

33.7. The last bullet point also includes behaviour that may have happened outside of school. This is known as transferable risk.

Allegations that may meet the harms threshold

33.8. This section is based on 'Section 1: Allegations that may meet the harm threshold' in part 4 of Keeping Children Safe in Education.

33.9. All allegations against staff, supply staff and volunteers, will be dealt with in line with the school's Allegations of Abuse Against Staff Policy – a copy of which will be provided to, and understood by, all staff.

33.10. The school will ensure all allegations against adults who work in school, including those who are not employees of the school, are dealt with appropriately and that the school liaises with the relevant parties.

33.11. If the school is in any doubt as to whether a concern meets the harm threshold, it will consult the Local Authority Designated Officer for advice (LADO).

33.12. When using an agency to access supply staff, the school will inform them of its processes for managing allegations, including any updates to the relevant policies, and liaise with the agency's human resources manager/provider where necessary. There is a limited number of supply staff at Westfield to maintain continuity of routines and good safeguarding practices.

33.13. When an allegation is made, an investigation will be carried out to gather enough evidence to establish whether it has a foundation, and the school will ensure there is sufficient information to meet the DBS referral criteria.

33.14. In conclusion of a case, where an individual is removed from regulated activity – this could be due to suspension, redeployment to work that is not in regulated activity, dismissal or resignation – the school will refer the case to the DBS as soon as possible.

33.15. If a case manager is concerned about the welfare of other children in the community following a staff member's suspension, they may report this concern to CSCS.

33.16. Throughout the process in handling allegations and at conclusion of a case in 99 which an allegation is substantiated, the LADO should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the school's or college's procedures to help prevent similar events in the future. This should include issues arising from any decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The LADO and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.

33.17. For all other cases, where the allegation concluded to be either, unfounded, false, malicious or unsubstantiated the case manager (and if they have been involved the LADO) should consider the facts and determine whether any lessons can be learned and if improvements can be made.

33.18. The school will preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry in question.

Allegations/concerns that do not meet the harm threshold / 'low-level concerns'

33.19. The processes to deal with any concerns (including allegations) which do not meet the harm threshold, referred to in this policy as 'low-level' concerns, is outlined in the school Staff Code of Conduct. This process outlines how any low-level concerns are managed and recorded and outlines the appropriate action needed to safeguard children.

33.20. As part of our whole school approach to safeguarding, the school promotes an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. The school create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns as per section 7.7 of this policy
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system

33.21. The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

• is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and

• does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating pupils.

33.22. All staff are aware it is crucial that all low-level concerns are shared responsibly with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively

should also protect those working in or on behalf of schools and colleges from becoming the subject of potential false low-level concerns or misunderstandings.

33.23. All low-level concerns will be recorded in writing. These will be stored securely on ScholarPack. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

33.24. Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the school

33.25. Where a low-level concern relates to a supply teacher or contractor, the school will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

34. Child-on-Child Sexual Violence and Sexual Harassment (New Title)

34.1. Staff will respond to all signs, reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside of school premises, and/or online. All staff will maintain an attitude of 'it could happen here'.

34.2. Sexual violence and sexual harassment can occur between two or more children of any age and sex. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable. Staff are aware of the importance of:

• making clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.

• recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.

• challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting skirts. Dismissing or tolerating such behaviours risks normalising them.

Sexual harassment

34.3. Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a pupil's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

34.4. Sexual harassment includes:

- Sexual comments.
- Sexual "jokes" and taunting.
- Physical behaviour, such as deliberately brushing against another pupil.
- Online sexual harassment, including non-consensual sharing of images and videos and consensual sharing of sexual images and videos (often known as sexting), inappropriate comments on social media, exploitation, coercion and threats – online sexual harassment may be isolated or part of a wider pattern.

Sexual violence

34.5. Sexual violence refers to the three following offences:

- **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.

34.6. The term "**harmful sexual behaviour"** is used to describe behaviour that is problematic, abusive and violent, and that may cause developmental damage. Harmful sexual behaviour may include:

- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.
- Full penetrative sex with other children or adults.
- Sexual interest in adults or children of very different ages to their own.
- Forceful or aggressive sexual behaviour.
- Compulsive habits.
- Sexual behaviour affecting progress and achievement.
- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.

34.7. Sexual behaviour can also be harmful if one of the children is much older (especially where there is two years or more difference, or where one child is pre-pubescent and the other is not) and where the child may have SEND.

A preventative approach

34.8. In order to prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

34.9. The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships PSHCE Curriculum
- Respectful behaviour School Virtues
- Gender roles, stereotyping and equality PSHCE Curriculum
- Body confidence and self-esteem Direct timed intervention with Champions or SWBW
- Prejudiced behaviour SLT discussion with children and families
- That sexual violence and sexual harassment is always wrong Respect for personal space and safe touch
- Addressing cultures of sexual harassment Promote awareness of perception and how others may feel.

34.10. Pupils will be allowed an open forum to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled

Awareness

34.11. All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”.

34.12. All staff will be aware that child-on- child abuse can be manifested in many different ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

34.13. All staff will be made aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further.

34.14. LGBTQ+ children can be targeted by their peers. In some cases, children who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ children. Risks can be compounded where children who are LGBTQ+ lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

34.15. The school’s response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.

34.16. Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers.

Support available if a child has been harmed, is in immediate danger or at risk of harm

34.17. If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to CSCS.

34.18. Within one working day, a social worker will respond to the referrer to explain the action that will be taken.

Support available if early help, section 17 and/or section 47 statutory assessments are appropriate

34.19. If early help, section 17 and/or section 47 statutory assessments (assessments under the Children Act 1989) are appropriate, school staff may be required to support external agencies. The DSL and deputies will support staff as required.

Support available if a crime may have been committed

34.20. Rape, assault by penetration and sexual assaults are crimes. Where a report includes such an act, the police will be notified, often as a natural progression of making a referral to CSCS. The DSL will be aware of the local process for referrals to both CSCS and the police.

34.21. Whilst the age of criminal responsibility is 10 years of age, if the alleged perpetrator is under 10, the principle of referring to the police remains. In these cases, the police will take a welfare approach rather than a criminal justice approach.

34.22. The school has a close relationship with the local police force and the DSL will liaise closely with the local police presence.

Support available if reports include online behaviour

34.23. Online concerns can be especially complicated. The school recognises that there is potential for an online incident to extend further than the local community and for a victim, or the alleged perpetrator, to become marginalised and excluded both online and offline. There is also strong potential for repeat victimisation if the content continues to exist.

34.24. If the incident involves sexual images or videos held online, the Internet Watch Foundation will be consulted to have the material removed.

34.25. Staff will not view or forward illegal images of a child. If they are made aware of such an image, they will contact the DSL.

Managing Reports

34.26. Any report of sexual violence of sexual harassment will be taken seriously.

34.27. Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed.

34.28. If a friend of a victim makes a report or a member of staff overhears a conversation, staff will take action – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of CSCS where necessary. If staff are in any doubt, they will speak to the DSL.

34.29. Where an alleged incident took place away from the school or online but involved pupils from the school, the school's duty to safeguard pupils remains the same.

34.30. All staff will be trained to handle disclosures. Effective safeguarding practice includes:

- Never promising confidentiality at the initial stage.
- Only sharing the report with those necessary for its progression.
- Explaining to the victim what the next steps will be and who the report will be passed to.
- Recognising that the person the child chose to disclose the information to is in a position of trust.
- Being clear about boundaries and how the report will be progressed.
- Not asking leading questions and only prompting the child with open questions.
- Waiting until the end of the disclosure to immediately write a thorough summary. If notes must be taken during the disclosure, it is important to still remain engaged and not appear distracted.
- Only recording the facts as the child presents them – not the opinions of the note taker.
- Where the report includes an online element, being aware of searching, screening and confiscation advice and UKCCIS sexting advice.
- Wherever possible, managing disclosures with two staff members present (preferably with the DSL/DDSL as one of the staff members).
- Informing the DSL/DDSL as soon as possible after the disclosure if they could not be involved in the disclosure.

34.31. The DSL/DDSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

Confidentiality

34.32. The school will only engage staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the incident reported, the school cannot make this promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

34.33. The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk.
- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CSCS.
- Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.

34.34. The DSL will weigh the victim's wishes against their duty to protect the victim and others. If a referral is made against the victim's wishes, it will be done so extremely carefully and the reasons for referral will be explained to the victim. Appropriate specialist support will always be offered.

Anonymity

34.35. There are legal requirements for anonymity where a case is progressing through the criminal justice system. The school will do all it can to protect the anonymity of children involved in any report of sexual violence or sexual harassment. It will carefully consider, based on the nature of the report, which staff will be informed and what support will be in place for the children involved.

34.36. When deciding on the steps to take, the school will consider the role of social media in potentially exposing victims' identities and facilitating the spread of rumours.

Risk assessment

34.37. The DSL/DDSL will make an immediate risk and needs assessment any time there is a report of sexual violence. For reports of sexual harassment, a risk assessment will be considered on a case-by-case basis. Risk assessments are not intended to replace the detailed assessments of experts, and for incidents of sexual violence it is likely that a professional risk assessment by a social worker or sexual violence specialist will be required.

34.38. Risk assessments will consider:

- The victim.
- The alleged perpetrator.
- Other children at the school, especially any actions that are appropriate to protect them.

34.39. Risk assessments will be recorded (either on paper or electronically) and kept under review in accordance with the school's **Information Policy.**

Taking action following a report:

34.40. The DSL/DDSL will decide the school's initial response, taking into consideration:

- The victim's wishes.
- The nature of the incident.
- The ages and developmental stages of the children involved.
- Any power imbalance between the children.
- Whether the incident is a one-off or part of a pattern.
- Any ongoing risks.
- Any related issues and the wider context, such as whether there are wider environmental factors in a child's life that threaten their safety and/or welfare.
- The best interests of the child.
- That sexual violence and sexual harassment are always unacceptable and will not be tolerated.
- Importance of understanding intra familial harms and any necessary support for siblings following incidents

34.41. Immediate consideration will be given as to how to support the victim, alleged perpetrator and any other children involved.

34.42. For reports of rape and assault by penetration, whilst the school establishes the facts, the alleged perpetrator will be removed from any classes shared with the victim. The school will consider

how to keep the victim and alleged perpetrator apart on school premises, and on transport where applicable. These actions will not be seen as a judgement of guilt on the alleged perpetrator.

34.43. For reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and the suitability of shared classes, premises and transport will be considered immediately.

34.44. In all cases, the initial report will be carefully evaluated and the wishes of the victim, nature of the allegations and requirement to protect all children will be taken into consideration.

Managing the report

34.45. The decision of when to inform the alleged perpetrator of a report will be made on a case-by-case basis. If a report is being referred to CSCS or the police, the school will speak to the relevant agency to discuss informing the alleged perpetrator.

34.46. There are four likely outcomes when managing reports of sexual violence or sexual harassment:

- Managing internally
- Providing early help
- Referring to CSCS
- Reporting to the police

34.47. Whatever outcome is chosen, it will be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussion, decisions and reasons behind decisions will be recorded either on paper or electronically.

34.48. The following situations are statutorily clear and do not allow for contrary decisions:

- A child under the age of 13 can never consent to sexual activity.
- The age of consent is 16.
- Sexual intercourse without consent is rape.
- Rape, assault by penetration and sexual assault are defined in law.
- Creating and sharing sexual photos and videos of children under 18 is illegal – including children making and sending images and videos of themselves.

Managing internally

34.49. In some cases, e.g. one-off incidents, the school may decide to handle the incident internally through behaviour and bullying policies and by providing pastoral support.

Providing early help

34.50. The school may decide that statutory interventions are not required, but that pupils may benefit from early help – providing support as soon as a problem emerges. This approach can be particularly useful in addressing non-violent harmful sexual behaviour and may prevent the escalation of sexual violence.

Referral to CSCS

34.51. If a child has been harmed, is at risk of harm or is in immediate danger, the school will make a referral to CSCS. Parents will be informed unless there is a compelling reason not to do so (if referral will place the victim at risk). This decision will be made in consultation with CSCS.

34.52. The school will not wait for the outcome of an investigation before protecting the victim and other children.

34.53. The DSL/DDSL will work closely with CSCS to ensure that the school's actions do not jeopardise any investigation. Any related risk assessment will be used to inform all decisions.

34.54. If CSCS decide that a statutory investigation is not appropriate, the school will consider referring the incident again if they believe the child to be in immediate danger or at risk of harm.

34.55. If the school agrees with the decision made by CSCS, they will consider the use of other support mechanisms such as early help, pastoral support and specialist support.

Reporting to the police

34.56. Reports of rape, assault by penetration or sexual assault will be passed on to the police – even if the alleged perpetrator is under 10 years of age. Generally, this will be in parallel with referral to CSCS. The DSL and deputies will follow the local process for referral.

34.57. Parents will be informed unless there is a compelling reason not to do so. Where parents are not informed, it is essential for the school to support the child with any decision they make, in unison with CSCS and any appropriate specialist agencies.

34.58. The DSL/DDSL and governing board will agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. They will also discuss the best way to protect the victim and their anonymity.

34.59. The DSL/DDSL will be aware of local arrangements and specialist units that investigate child abuse.

34.60. In some cases, it may become clear that the police will not take further action, for whatever reason. In these circumstances, the school will continue to engage with specialist support for the victim as required.

Bail conditions

34.61. Police bail is only used in exceptional circumstances. It is unlikely that a child will be placed on police bail if alternative measures can be used to mitigate risks.

34.62. The school will work with CSCS and the police to support the victim, alleged perpetrator and other children (especially witnesses) during criminal investigations. The school will seek advice from the police to ensure they meet their safeguarding responsibilities.

34.63. The term 'released under investigation' (RUI) is used to describe alleged perpetrators released in circumstances that do not warrant the application of bail.

34.64. Where bail is deemed necessary, the school will work with CSCS and the police to safeguard children – ensuring that the victim can continue in their normal routine and continue to receive a suitable education.

Managing delays in the criminal justice system

34.65. The school will not wait for the outcome (or even the start) of criminal proceedings before protecting the victim, alleged perpetrator and other children. The associated risk assessment will be used to inform any decisions made.

34.66. The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

The end of the criminal process

34.67. Risk assessments will be updated if the alleged perpetrator receives a caution or is convicted. If the perpetrator remains in the same school as the victim, the school will set out clear expectations regarding the perpetrator, including their behaviour and any restrictions deemed reasonable and proportionate with regards to the perpetrator's timetable.

34.68. The school will ensure that the victim and perpetrator remain protected from bullying and harassment (including online).

34.69. Where an alleged perpetrator is found not guilty or a case is classed as requiring "no further action", the school will offer support to the victim and alleged perpetrator for as long as is necessary. The victim is likely to be traumatised and the fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. The school will discuss decisions with the victim and offer support.

34.70. The alleged perpetrator is also likely to require ongoing support, as they have also been through a difficult and upsetting experience.

Ongoing support for the victim

34.71. Any decisions regarding safeguarding and supporting the victim will be made with the following considerations in mind:

- The terminology the school uses to describe the victim
- The age and developmental stage of the victim
- The needs and wishes of the victim
- Whether the victim wishes to continue in their normal routine
- The victim will not be made to feel ashamed about making a report
- What a proportionate response looks like

34.72. Victims may not disclose the whole picture immediately and they may be more comfortable talking about the incident on a piecemeal basis; therefore, a dialogue will be kept open and the victim can choose to appoint a designated trusted adult.

34.73. Victims may struggle in a normal classroom environment. Whilst it is important not to isolate the victim, the victim may wish to be withdrawn from lessons and activities at times. This will only happen when the victim wants it to, not because it makes it easier to manage the situation.

34.74. Victims who have experienced sexual violence display a very wide range of responses to their experience, including in some cases clear signs of trauma, physical and emotional responses, or no overt signs at all. The school will remain alert to the possible challenges of detecting those signs and show sensitivity to the needs of the child (e.g. about attendance in lessons) irrespective of how overt the child's distress is.

34.75. The school will provide a physical space for victims to withdraw to.

34.76. Victims may require support for a long period of time and the school will be prepared to offer long-term support in liaison with relevant agencies.

34.77. Everything possible will be done to prevent the victim from bullying and harassment as a result of any report they have made.

34.78. If the victim is unable to remain in the school, alternative provision or a move to another school will be considered – this will only be considered at the request of the victim and following discussion with their parents.

34.79. If the victim does move to another school, the DSL/DDSL will inform the school of any ongoing support needs and transfer the child protection file securely via CPOMs

34.80. It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. 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. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

Ongoing support for the alleged perpetrator

34.81. When considering the support required for an alleged perpetrator, the school will take into account:

- The terminology they use to describe the alleged perpetrator or perpetrator.
- The balance of safeguarding the victim and providing the alleged perpetrator with education and support.
- The reasons why the alleged perpetrator may have abused the victim – and the support necessary.
- Their age and developmental stage.
- What a proportionate response looks like.
- Whether the behaviour is a symptom of their own abuse or exposure to abusive practices and/or materials.

34.82. When making a decision, advice will be taken from CSCS, specialist sexual violence services and the police as appropriate.

34.83. If the alleged perpetrator moves to another school (for any reason), the DSL will inform the destination school of any ongoing support needs and transfer the child protection file.

34.84. The school will work with professionals as required to understand why the abuse took place and provide a high level of support to help the pupil understand and overcome the reasons for their behaviour and reduce the likelihood of them abusing again.

Disciplining the alleged perpetrator

34.85. Disciplinary action can be taken whilst investigations are ongoing and the fact that investigations are ongoing does not prevent the school reaching its own conclusion and imposing an appropriate penalty.

34.86. The school will make such decisions on a case-by-case basis, with the DSL taking a leading role. The school will take into consideration whether any action would prejudice an investigation and/or subsequent prosecution. The police and CSCS will be consulted where necessary.

34.87. The school will also consider whether circumstances make it unreasonable or irrational for the school to make a decision about what happened while an investigation is considering the same facts.

34.88. Disciplinary action and support can take place at the same time.

34.89. The school will be clear whether action taken is disciplinary, supportive or both.

Shared classes

34.90. Once the DSL/DDSL has decided to progress a report, they will again consider whether the victim and alleged perpetrator will be separated in classes, on school premises and on school transport – balancing the school's duty to educate against its duty to safeguard. The best interests of the pupil will always come first.

34.91. Where there is a criminal investigation into rape or assault by penetration, the alleged perpetrator will be removed from classes with the victim and potential contact on school premises and transport will be prevented.

34.92. Where a criminal investigation into rape or assault by penetration leads to a conviction or caution, in all but the most exceptional circumstances, this will constitute a serious breach of discipline and result in the view that allowing the perpetrator to remain in the school would harm the education or welfare of the victim and potentially other pupils.

34.93. Where a criminal investigation into sexual assault leads to a conviction or caution, the school will consider suitable sanctions and permanent exclusion. If the perpetrator will remain at the school, the school will keep the victim and perpetrator in separate classes and manage potential contact on school premises and transport. The nature of the conviction or caution, alongside the wishes of the victim, will inform any discussions made.

34.94. Where a report of sexual assault does not lead to a police investigation, this does not mean that the offence did not happen or that the victim has lied. Both the victim and alleged perpetrator will be affected and appropriate support will be provided. Considerations regarding sharing classes and potential contact will be made on a case-by-case basis.

34.95. In all cases, the school will record its decisions and be able to justify them. The needs and wishes of the victim will always be at the heart of the process.

Working with parents and carers

34.96. In most sexual violence cases, the school will work with the parents of both the victim and alleged perpetrator. For cases of sexual harassment, these decisions will be made on a case-by-case basis.

34.97. The school will meet the victim's parents with the victim present to discuss the arrangements being put in place to safeguard the victim, and to understand their wishes in terms of support arrangements and the progression of the report.

34.98. Schools will also meet with the parents of the alleged perpetrator to discuss arrangements that will impact their child, such as moving them out of classes with the victim. Reasons behind

decisions will be explained and the support being made available will be discussed. The DSL/DDSL will attend such meetings, with agencies invited as necessary.

34.99. Clear policies regarding how the school will handle reports of sexual violence and how victims and alleged perpetrators will be supported will be made available to parents.

Safeguarding other children

34.100. Children who have witnessed sexual violence, especially rape and assault by penetration, will be provided with support.

34.101. It is likely that children will "take sides" following a report, and the school will do everything in its power to protect the victim, alleged perpetrator and witnesses from bullying and harassment.

34.102. The school will keep in mind that contact may be made between the victim and alleged perpetrator and that harassment from friends of both parties could take place via social media and do everything in its power to prevent such activity.

34.103. As part of the school's risk assessment following a report, transport arrangements will be considered, as it is a potentially vulnerable place for both a victim and alleged perpetrator. Schools will consider any additional support that can be put in place.

34.104. Patterns identified in school may also be reflective of the wider issues within a local area and therefore the school will share emerging trends with safeguarding partners.

35. Communication and confidentiality

35.1. All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.

35.2. Where there is an allegation or incident of sexual abuse or violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree on what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents.

35.3. Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the pupils involved in the case.

35.4. Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis.

35.5. During the report of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.

35.6. Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime.

35.7. Before doing so, the DSL/DDSL will weigh the victim's wishes against their duty to protect the victim and others.

35.8. Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.

35.9. Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved.

35.10. Discussions with parents will not take place where they could potentially put a pupil at risk of harm.

35.11. Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report.

35.12. Discussion with the alleged perpetrator's parents will have regards to the arrangements that will impact their child, such as moving classes, etc., with the reasons behind decisions being explained and the available support discussed.

35.13. External agencies will be invited to these discussions where necessary.

35.14. Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.

35.15. When a pupil is leaving the school, the DSL/DDSL will consider whether it is appropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

36. Mobile phone, Smart Devices and Camera safety

Staff Use of Mobile Devices

36.1. The staff Code of Conduct and Acceptable Use Policy outlines the school's expectations for the use of mobile phones and devices on site. All staff will review these policies annually.

36.2. Staff will not use their personal devices when children are present, unless a situation deems it necessary. Staff will use their professional judgement in these instances. The Senior Leadership Team will carry their mobile devices around with them at all times.

36.3. Staff may use mobile phones on school premises outside of working hours when no pupils are present.

36.4. Staff may use their mobile phones in the staffroom during breaks and non-contact time.

36.5. Staff will store their mobile devices safely and on silent mode whilst pupils are present.

36.6. Staff may take mobile phones on trips, but they must only be used in emergencies.

36.7. Staff will not use their personal mobile devices or cameras to take images or videos of pupils or staff in any circumstances.

36.8. The sending of inappropriate messages or images from mobile devices is strictly prohibited.

36.9. Staff who do not adhere to this policy will face disciplinary action.

36.10. Staff will report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy, the Staff Code of Conduct and the Allegations of Abuse Against Staff Policy.

Pupil Use of Mobile Devices

36.11. Pupils are not permitted to use their personal mobile / smart devices on site. Children who bring these to school, switch them off before entering the premises and store them in their bags until they enter the school building.

36.12. In school, children hand their mobile phones / smart devices to the class teacher who stores them securely throughout the day. Mobile phones are not permitted in children's bags / coats. Phones are handed back at the end of the day.

36.13. In circumstances where children use their mobile phone on site, the device will be removed and parents/ carers will be asked to collect it from the office.

36.14. Where staff have concerns about pupils' inappropriate use of mobile phones or inappropriate material on their devices, staff will remove these devices. They will be stored securely until parents collect. If material is of significant concern, school will contact the police and MASH to seek advice.

Photographs / Videos of Pupils (New Section)

36.15. Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school's **Staff Code of Conduct, Information Policy** and **Acceptable Use Policy**

36.16. Where photographs and videos will involve LAC pupils, adopted pupils, or pupils for whom there are security concerns, staff will liaise with the DSL to determine the steps involved.

36.17. The DSL / DDSL will, in known cases of a pupil who is a LAC or who has been adopted, liaise with the pupil's social worker, carers or adoptive parents to assess the needs and risks associated with the pupil.

Upskirting

36.18. Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment and to record an image beneath a person's clothing without consent and with the intention of observing, or enabling another person to observe, the victim's genitals or buttocks (whether exposed or covered with underwear), in circumstances where their genitals, buttocks or underwear would not otherwise be visible, for a specified purpose.

36.19. A "specified purpose" is namely:

- Obtaining sexual gratification (either for themselves or for the person they are enabling to view the victim's genitals, buttocks or underwear).
- To humiliate, distress or alarm the victim.

36.20. "Operating equipment" includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion-activated camera.

36.21. Upskirting will not be tolerated by the school.

36.22. Any incidents of upskirting will be reported to the DSL who will then decide on the next steps to take, which may include police involvement.

37. Safe Handover of Pupils

37.1. At the end of the school day, children will be dismissed in a calm and orderly manner. The member of staff dismissing the children will not allow them to leave the building until they recognise the person collecting the child.

37.2. All pupils from nursery to Year 4 will be collected by a responsible adult; legal guardian, parent or nominated adult with permission given by parent/guardian. This could also include an older sibling from secondary settings, but older siblings in school are unable to take responsibility for walking children home.

37.3. With written consent from parents, pupils in Year 5 and 6 can walk home unsupervised. Discussions should be had with parents/guardians regarding keeping themselves safe regarding the use of mobile phones etc. This is part of preparation for secondary transition.

37.4. If children attend after school clubs during winter months when dark, we may make a decision to request that all pupils are collected.

37.5. Children attending The Den will have their names written on the class door sheet, and will be collected by a member of staff from The Den. They will check they are on the register. Staff will hand over any significant information to The Den staff.

38. Sports clubs and extracurricular activities

38.1. Clubs and extracurricular activities hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

38.2. Paid and volunteer staff running sports clubs and extracurricular activities are aware of their safeguarding responsibilities and promote the welfare of pupils.

38.3. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSCS or the police, if necessary.

38.4. All national governing bodies of sport that receive funding from either Sport England or UK Sport, must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

39. Safer recruitment

39.1. An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.

39.2. The DfE's DBS Workforce Guides will be consulted when determining whether a position fits the child workforce criteria. For further information, please refer to the school's DBS Policy.

Pre-employment checks

39.3. The Headteacher and recruitment panel will assess the suitability of prospective employees by:

- Verifying the candidate's identity, preferably from the most current photographic ID and proof of address except where, for exceptional reasons, none is available.
- Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
- Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the TRA Teacher Services' System.
- Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
- Checking the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out on the Gov.UK website will be followed.
- If the person has lived or worked outside the UK, making any further checks that the school considers appropriate; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.
- Checking professional experience, QTS and qualifications as appropriate using Teacher Services.
- Written information about their previous employment history will be obtained from candidates and the appropriate checks undertaken to ensure information is not contradictory or incomplete.

39.4. New employees will usually not commence until the satisfactory completion of pre-employment checks. A member of staff may only commence prior to the return of the DBS criminal records check with the express permission of the Headteacher and under a documented risk assessment which should be reviewed at least every two weeks. In such cases, a separate check will be made of the Children's Barred List prior to commencement, and any DBS details which they hold from a previous employment will be requested.

Internal candidates

39.5. References from internal candidates will always be scrutinised before appointment.

ITT candidates

39.6. Where applicants for ITT are salaried by the school, the school will ensure that enhanced DBS checks with barred list information are carried out.

39.7. Written confirmation will be obtained to ensure that an enhanced DBS certificate and barred list check has been carried out for all fee-funded trainees.

Governors

39.8. An enhanced DBS check will be carried out for each member of the governing board.

39.9. Where a governor also engages in any regulated activity, a barred list check will also be requested.

39.10. The school will carry out a section 128 check on governors, because a person subject to one is disqualified from being a governor. The school will check if a proposed governor is barred due to a section 128 order by contacting the TRA using the Teacher Services' webpage.

Those who have lived or worked outside of the UK

39.11. For those who have lived or worked outside of the UK, additional checks regarding teacher sanctions or restrictions will be conducted, this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.

Barred list check

39.12. An enhanced DBS check may be requested for anyone working in school that is not in regulated activity but does not have a barred list check.

39.13. If there are concerns about an applicant, an enhanced DBS check with barred list information may be requested, even if they have worked in regulated activity in the three months prior to appointment.

References

39.14. References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment.

39.15. References will only be accepted from a senior person and not from a colleague.

39.16. References will be sought on all short-listed candidates, including internal ones, before an interview and checked on receipt to ensure that all specific questions were answered satisfactorily.

39.17. References will be requested prior to interviews taking place and, where possible, discussed during interviews.

39.18. Open testimonials will not be considered.

39.19. Information about past disciplinary actions or allegations will be considered carefully when assessing an applicant's suitability for a post.

39.20. Information sourced directly from a candidate or online source will be carefully vetted to ensure they originate from a credible source.

Volunteers **See Volunteers in School Policy**

39.21. No volunteer will be left unsupervised with a pupil or allowed to work in regulated activity until the necessary checks have been obtained.

39.22. An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis. DBS checks for volunteers are free of charge.

39.23. Personal care includes helping a child with eating and drinking for reasons of illness, or care in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability. No volunteers to undertake personal care

39.24. A supervised volunteer who regularly teaches or looks after children is not in regulated activity.

39.25. The school will obtain an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care.

39.26. Unless there is cause for concern, the school will not request any new DBS certificates with barred list check for existing volunteers that have already been checked.

39.27. A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.

Associate members

39.28. Associate members (i.e. individuals that are appointed by the governing board to serve on one or more committees) will not be required to obtain enhanced DBS checks.

Contractors

39.29. The school will ensure that any contractor or employee of the contractor working on the premises has been subject to the appropriate level of DBS check.

39.30. Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made.

39.31. Contractors without a DBS check will be supervised if they will have contact with children. The identity of the contractor will be checked upon their arrival at the school.

Data retention

39.32. DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt.

39.33. A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file. The personnel file will be held for the duration of the employee's employment plus six years.

Referral to the DBS

39.34. The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

Ongoing suitability

39.35. Following appointment, consideration will be given to staff and volunteers' ongoing suitability – to prevent the opportunity for harm to children or placing children at risk.

40. Single central record (SCR)

The school keeps an SCR which records all staff, including supply staff and teacher trainees on salaried routes, who work at the school.

40.1. The following information is recorded on the SCR:

- An identity check
- A barred list check

- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK

40.2. For agency and third-party supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted and the date that confirmation was received.

40.3. If any checks have been conducted for volunteers, this will also be recorded on the SCR.

40.4. If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

41. Staff suitability

41.1. All settings providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018.

41.2. A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.

41.3. All staff members are required to sign the declaration form provided in the appendices of this policy confirming that they are not disqualified from working in a schooling environment.

41.4. A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

42. Training

42.1. Staff members will undergo safeguarding and child protection training at induction, which will be regularly updated on a termly basis or whenever there is a change in legislation.

42.2. The induction training will cover:

- The Child Protection and Safeguarding Policy
- The Behaviour Policy
- The Staff Code of Conduct
- The safeguarding response to children who go missing from education
- The identity of the DSL and any deputies
- The role of the DSL and deputy DSLs

42.3. All staff members will receive regular safeguarding and child protection updates (weekly staff briefing) and annual updates. (September INSET day and annual checklist, including KCSIE Part 1))

42.4. Training will cover, at a minimum:

- The issues surrounding sexual violence and sexual harassment.
- Contextual safeguarding.
- How to keep previously LAC safe.
- Child criminal exploitation and the need to refer cases to the National Referral Mechanism.
- Roles and responsibilities in relation to filtering and monitoring.

42.5. Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school.

42.6. The DSL/DDSL will undergo updated child protection training every three years, as well as additional training to refresh their skills and knowledge at regular intervals (at least annually) to allow them to keep up-to-date with any developments relevant to their role. (3 years CYC guidance)

42.7. The DSL/DDSL will also undergo Prevent awareness training (refreshed every three years) which will enable them to understand and support the school with regards to the Prevent duty and equip them with the knowledge needed to advise staff.

42.8. The DSL/DDSL will undergo online safety training to help them recognise the additional risks that pupils with SEND face online, for example, from online bullying, grooming and radicalisation, to ensure they have the capability to support pupils with SEND to stay safe online

42.9. Online training will also be conducted for all staff members as part of the overall safeguarding approach. CYC Safeguarding Board Training

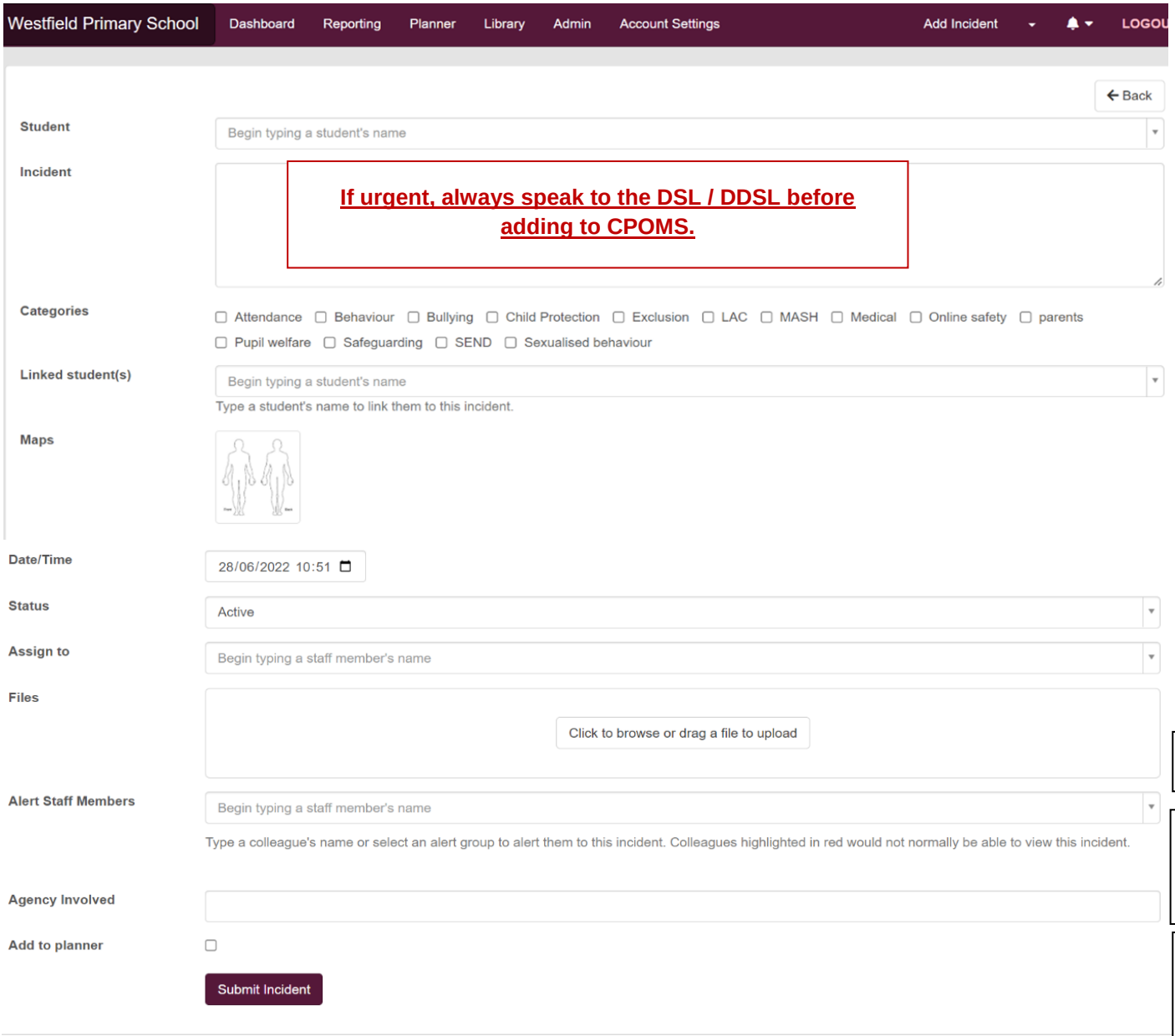
43. Monitoring and review

43.1. This policy is reviewed annually by the **DSL/DDSL.**

43.2. Any changes made to this policy by the **headteacher** and **DDSL** will be communicated to all members of staff.

43.3. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

Adding an Incident To CPOMS – User Guide



INCIDENT: This should be factual and succinct whilst containing sufficient detail. Remember - who, what, when, where. Use the word 'shared', when writing what a child has said. Any action taken following an incident should be headed ACTION: and then the detail. Use children's names, ensuring accurate spelling of these.

CATEGORIES: Correct categorisation is essential for altering relevant staff, recording and monitoring. Refer to the categories sheet for info

LINKED STUDENTS: Link other pupils who were involved in the incident. Use their initials in your main report. Ensure class teacher is alerted.

MAPS: Click the body map to enlarge and then click on the body front and back map where there are injuries/marks.

DATE / TIME – Ensure you change this to reflect the correct time and date of the incident.

STATUS: Always leave this as active

FILES: Upload any related paperwork (C4C, written statements, notes, letters from agencies etc)

ALERT AND ASSIGN: Alert is who will be made aware of the incident. Assign is to allocate an action to someone.

CPOMS Categories for Recording Incidents	
Parent category	**Subcategories**
Behaviour	**Physical assault:** hitting, kicking, shaking, biting, hair pulling or causing harm in any way **Swearing:** any use of swearing. State whether directed at someone, something or used in conversation. **Ableism:** discrimination against anyone with a disability. Includes use derogatory language such as: "Are you off your meds? "You are so dumb " "You're a retard" "You're a spaz" **Homophobia:** discrimination against homosexuality. Use of direct and indirect homophobic language. EG: "Stop being so gay" "this work is gay" **Racism**: discrimination due to someone's race. This includes racist language and treating someone differently due to their race. It needs to be carefully considered before being tagged, as inquisitive questions may not have racist intent. **Transphobia:** discrimination against transsexual or transgender people. **Sexism:** discrimination against a specific sex. **SEMH:** behavioural incidents which are due to a child's SEMH needs. For example, writing "I hate myself" **Danesgate Outreach:** used for actions where Danesgate Outreach team are involved for support. **Positive Handling:** situations which require use of our Positive Handling Policy. An incident report must be completed and attached to the CPOMS entry. **Outside school** Any behaviour incident that happens outside of school.
Sexualised behaviour	Any sexualised behaviour or comments. Where this is not deemed developmentally expected and socially acceptable behaviour, DSL / DDSL will amend the entry and tag it as HSB (Harmful Sexual Behaviour)
Safeguarding	**Resources at home:** any concerns that families are struggling with money, food etc. **Recurring illness:** constant periods of sickness etc which lead to patterns of poor attendance. **Permission to collect:** changes to collection arrangements / notification particular people are not allowed to collect. **Court orders:** if a court order is in place for a family. **Concern:** safeguarding concerns that do not fit into the above categories.
Child Protection	**CORE:** The core group is made up of family members and professionals who work together to achieve the objectives set out in a Child Protection plan. **ICPC:** Initial Child Protection Conference. **RCPC:** Review Child Protection Conference
Pupil welfare	**Friendships:** persistent issues between friendships, significant falling out/unkindness.

	Uniform: persistent lack of correct uniform, holes in clothes and incorrect footwear. **Equipment (inc pack up):** any concerns around persistently forgetting pack ups/pack ups not being nutritious, not bringing PE kit. **Appearance:** any concerns around appearance, cleanliness, any obvious changes. **Bereavement:** the loss of any significant individual in a pupil's life
MASH	**Referral made by us:** attach copy of the referral to the incident. **Referral not made by us:** record the detail of referral shared with us **Discussion:** any contact with MASH about a pupil **LAT:** Local Area Team discussion/assessment/meeting **CIN:** Child in Need meeting/discussion **Early Help:** meeting / referral **MARAC-** Multi agency meeting to assess risks **Strategy meeting-** Professionals meeting to discuss high risk concerns and how to support the family.
Attendance	**Concern:** any patterns, unexplained or unusual absences **Discussion:** record of any discussion had with parent about attendance **Policy meeting:** refer to the attendance policy and detail the conversation and actions agreed. **CAE:** Children absent from education. Actions with Local Authority
Online Safety	**Inside school** **Outside school**
Suspension	**Internal** **External**
Medical	**Allergy / Dietary:** **Incident:** **Information:**
Interventions	**Thrive** **SWBW:** School Wellbeing Worker **WiMT:** **Transition:**
SEND	**Parent meeting:** **CAMHS:** **EHCP:** **MSP**
LAC	**Looked After Children:** any actions, meetings, concerns or plans updated in regards to a pupil's Looked After status.
Bullying	**Repeated** behaviours that are intended to hurt someone either physically or emotionally.
Parent dispute	Any incident of conflict / potential conflict between or within families, and between families and staff.

Staff Declaration Form

Section 1 – Orders or other restrictions	Please circle
Have any orders or other determinations related to childcare been made in respect of you?	Yes/No
Have any orders or other determinations related to childcare been made in respect of a child in your care?	Yes/No
Have any orders or other determinations been made which prevents you from being registered in relation to childcare, children's homes or fostering?	Yes/No
Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in the Schedule 1 of the Regulations?	Yes/No
Are you barred from working with children DBS?	Yes/No
Are you prohibited from teaching?	Yes/No Or N/A
Section 2 – Specified and statutory offences	**Please circle**
Have you ever been cautioned, reprimanded, given a warning for or convicted of:	
• Any offence against or involving a child? **[a child is a person under the age of 18]**	Yes/No
• Any violent or sexual offence against an adult?	Yes/No
• Any offence under the Sexual Offences Act?	Yes/No
• Any offence under Schedule 2 (Repealed Statutory Offences) please refer to the Disqualification under the Childcare Act 2006.	Yes/No
• Any offence under Schedule 3 (Specified Offences) please refer to the Disqualification under the Childcare Act 2006.	Yes/No

In relation to the questions within section 1 and section 2 above, have you ever been cautioned, reprimanded, given a warning for or convicted of any similar offence in another country?	Yes/No

Section 3 – Provision of information	
If you have answered 'Yes' to any of the questions, you should provide details below in respect of yourself. You may supply this information separately if you so wish, but you must do so without delay.	
Please provide details of the order, restriction, conviction, caution etc.	
The date(s) of these:	
The relevant court(s) or body(ies):	
You should also provide a copy of the relevant order, caution, conviction, etc. In relation to cautions/convictions, a DBS certificate may be provided.	

Section 4 – Declaration

In signing this form, I confirm that the information provided is true to the best of my knowledge and that:

- I understand my responsibilities to safeguard children.
- I understand that I must notify my headteacher immediately of anything that affects my suitability including any cautions, warnings, convictions, orders or other determinations made in respect of me that would render me disqualified from working with children.

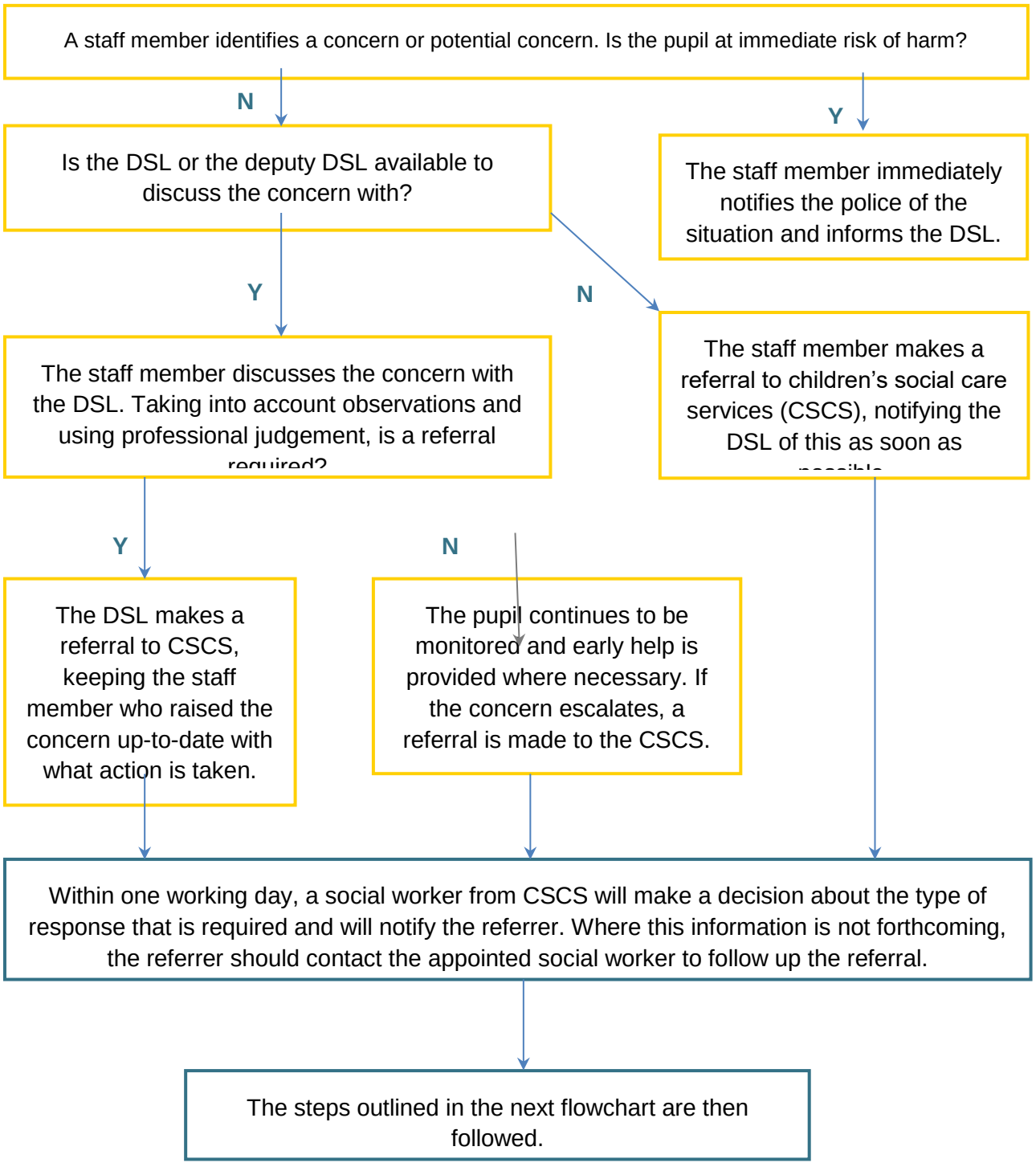
Employee signature			
Print name		**Date**	

Safeguarding Reporting Process

The process outlined within the first section should be followed where a staff member has a safeguarding concern about a child. Where a referral has been made, the process outlined in the 'After a referral is made' section should be followed.

The actions taken by the school are outlined in yellow, whereas actions taken by another agency are outlined in blue.

Before a referral is made



After a referral is made

Once a referral has been made, a social worker from CSCS will notify the referrer that a decision has been made and one of the following responses will be actioned.

The pupil is in need of immediate protection.

Where the pupil is at risk of significant harm but is not in immediate danger, a strategy discussion is held.

No formal assessment is needed.

Where appropriate to do so, the DSL and staff member who raised the concern may be consulted during these stages to ensure that all areas of concern are addressed.

Appropriate emergency action is taken by the social worker, police or NSPCC.

A Child in Need assessment is completed within 45 working days.

The DSL supports the initial staff member to liaise with other agencies to arrange an early help assessment and appropriate support.

Within 15 working days of the strategy discussion, an initial child protection conference is held.

A child protection plan is potentially required.

The type of support needed is identified, arranged through multi-agency liaison and provided effectively.

Staff keep the pupil's circumstances under review and re-refer if appropriate to ensure circumstances improve – the pupil's best interests always come first.

If the child's situation does not appear to be improving, the DSL should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Contacts and Advice

Expert organisations

- Barnardo's
- Lucy Faithfull Foundation
- NSPCC
- Rape Crisis
- University of Bedfordshire: Contextual Safeguarding
- UK Safer Internet Centre
- IDAS.org.uk
- https://confidentchildren.teachable.com
- https://twitter.com/theyellowkite - Louise Michelle Bomber attachment advice
- https://www.yorksendiass.org.uk/
- https://www.mencap.org.uk/

Support for victims

- Anti-Bullying Alliance
- MoJ Victim Support
- Rape Crisis
- The Survivor's Trust
- Victim Support
- Changing Lives
- https://www.csacentre.org.uk/knowledge-in-practice/practice-improvement/supporting-practice-in-tackling-child-sexual-abuse/ - CSA
- https://www.operationencompass.org/pass - Operation Encompass

Toolkits

- Brook
- NSPCC
- Safeguarding Unit, Farrer and Co, and Carlene Firmin, MBE, University of Bedfordshire
- County Lines

Further information on confidentiality and information sharing

- Gillick Competency Fraser Guidelines
- Government Information Sharing Advice
- Information Commissioner's Office: Education
- NSPCC: Things to Know and Consider

Further information on sexting

- UK Council for Child Internet Safety: Sexting Advice
- London Grid for Learning – Collection of Advice

Support for parents

- Parentzone
- Parentsafe – London Grid for Learning
- CEOP Thinkuknow – Challenging Harmful Sexual Attitudes and their Impact
- CEOP Thinkuknow – Supporting Positive Sexual Behaviour
- Harmful online challenges and online hoaxes

Whole staff safeguarding training

Review date	Training/ Reading	Completed by
September Training day annually	Safeguarding and Child Protection Policy	All staff
September Training day annually	Guidance for Safer Working Practice for those working with children and young people in education settings (GSWP Feb 2022 + Addendum April 2020)	All staff
September Training day annually	Whistleblowing and Volunteers in School Policy	All staff
September Training day annually	Keeping Children Safe in Education (Sept 2020)	All staff
September Training day annually	Staff and Volunteer Acceptable Use Policy (ICT)	All staff
September Training day annually	Lone Working Policy	All staff
September Training day annually	Health and Safety Policy	All staff
September Training day annually	Supporting Pupils With Medical Needs Policy	All staff
September Training day annually	Policy on Abusive or Threatening Behaviour on School Premises	All staff
September Training day annually	Code of Conduct	All staff

September Training day annually	Allergy and Special Dietary Requirements Policy	All staff
September Training day annually	Risk Assessments	All staff
September Training day annually	Fire Evacuation Procedure	All staff
Every three years	City of York Safeguarding Children Board online E-Learning course	All staff
Every three years	Prevent Awareness Training	All staff
Every three years	GDPR Online training	All staff

Safeguarding Leads	Training	Valid until
Lamara Taylor (DSL)	City of York Safeguarding Children Board online E-Learning course. Safer Recruitment Training Safeguarding Children: Shared Responsibilities and Procedures - Working Together A & B 2020/21	3 yearly February 2025 01/03/2024
Claire Gomez (Deputy DSL)	City of York Safeguarding Children Board online E-Learning course Safeguarding Children: Shared Responsibilities and Procedures – Working Together A & B 2020/21	3 yearly 25/11/2024
Maria Eland (Deputy DSL)	City of York Safeguarding Children Board online E-Learning course	11/02/2025
Rachel Hewston (Deputy DSL)	City of York Safeguarding Children Board online E-Learning course	09/02/2025

James Griffiths (Deputy DSL)	City of York Safeguarding Children Board online E-Learning course	11/07/2025
Michelle Fairclough (Deputy DSL)	City of York Safeguarding Children Board online E-Learning course Governor Responsibilities around Safeguarding	29/11/2024 13/01/2024

First Aid Training	
First Aid Course	**Number of staff currently trained**
3 day First Aid at Work	3
Paediatric First Aid	17
Emergency First Aid at Work	20

Acronyms Use in this Policy

	Long form	Description
CCE	Child criminal exploitation	Where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CPOMS	Child Protection Online Management System	The electronic system school uses to record and monitor all incidents and concerns
CSCS	Children's social care services	The branch of the local authority that deals with children's social care.
CSE	Child sexual exploitation	Where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage, increased status or other advantage of the perpetrator or facilitator.
DBS	Disclosure and barring service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the Data Protection Act.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
DDSL	Deputy Designated safeguarding lead	A member of staff who has lead responsibility for safeguarding and child protection throughout the school.
EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland,

		Liechtenstein and Norway; excluding Switzerland).
EHC plan	Education, health and care plan	A funded intervention plan which coordinates the educational, health and social needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.
ESFA	Education and Skills Funding Agency	An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults.
FGM	Female genital mutilation	A procedure where the female genital organs are injured or changed and there is no medical reason for this.
GDPR	General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse 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, forced marriage, and practices such as breast ironing.
HMCTS	HM Courts and Tribunal Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.
IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.
ITT	Initial teacher training	A programme of training to achieve qualified teacher status.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.

LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC	Looked-after children	A child who has been placed in local authority care or where children's services have looked after a child for more than a period of 24 hours.
LGBTQ+	Lesbian, gay, bisexual, transgender and queer	Term relating to a community of people, protected by the Equalities Act 2010, who identify as a lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
MASH	Multi Agency Safeguarding Hub	Multi Agency Safeguarding Hub (MASH) is a multi-agency single point of contact for all concerns about children and to make sure that children receive the right level of support.
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
PHE	Public Health England	An executive agency of the Department of Health and Social Care which aims to protect and improve the nation's health and wellbeing.
QTS	Qualified teacher status	A requirement in England to work as a teacher of children in state schools and special schools.
RSE	Relationships and sex education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SENCO	Special educational needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision of education to pupils with special educational needs.

SEND	Special educational needs and disabilities	A pupil is assessed to have SEND if they have a learning problem or disability that makes it more difficult for them to learn than most pupils their age.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.