



SAFEGUARDING & CHILD PROTECTION POLICY: St Augustine's Catholic Academy





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Our Lady of Lourdes Catholic Multi Academy Trust Mission Statement

We are a partnership of Catholic schools and our aim is to provide the very best Catholic education for all in our community and so improve life chances through spiritual, academic and social development.

We will achieve this by:

Placing the life and teachings of Jesus Christ at the centre of all that we do.

Following the example of Our Lady of Lourdes by nurturing everyone so that we can all make the most of our God given talents.

Working together so that we can all achieve our full potential, deepen our faith and know that God loves us.

Being an example of healing, compassion and support for the most vulnerable in our society.

Joshua 1:9-10 "Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go."

Child Protection and Safeguarding Policy 2022-23

Date Issued	1 st September 2022
Update issued	3 rd April 2023 Clarity with CPOM recording: pg. 29
Governors' Committee Responsible:	OLoL Trust Standards Committee/Executive Board
School Safeguarding Governor Lead:	Julie Welsh
Nominated Lead Member of Staff:	Laura Bates
Trust Safeguarding Director:	Sue Dryden
Status & Review Cycle:	Statutory Annual
Next Review Date:	September 2023
Author	Robert della-Spina and Moira Dales

Safeguarding Statement

Our Lady of Lourdes Catholic Multi Academy Trust (OLoL CMAT) Executive Board recognise their moral and statutory responsibility to safeguard and promote the welfare of all pupils together with St Augustine's Local Governing Body. The Executive Trust Board and Local Governing Body will endeavour to provide a safe and welcoming environment where all children and adults are respected and valued. They will ensure that there is 'whole school' approach to safeguarding, meaning that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development; ultimately all systems, processes and policies will operate with the best interests of the child at heart. They will make sure that all children and young people have the same protection regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation. The Executive Trust Board and Local Governing Body are alert to the signs of abuse and neglect. They follow procedures to ensure that children and adults receive effective support, protection and justice and recognise the additional needs of children from minority ethnic groups and disabled children and the barriers they may face, especially around communication. Child protection forms part of the school's safeguarding responsibilities.



It is essential that everybody working in OLoL CMAT Schools and within the OLoL Central Team, understands their safeguarding responsibilities. Governing bodies and proprietors will ensure that those staff who work directly with children read at least **Part one** of Keeping Children Safe in Education 2022 (KCSIE).

Governing bodies and proprietors, working with their senior leadership teams and especially their Designated Safeguarding Lead (DSL), will ensure that those staff who do not work directly with children read either Part one or Annex A (a condensed version of Part one) of KCSIE 2022.

Governing bodies and proprietors will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one (or Annex A if appropriate (KSCIE 2022)) of this guidance.

The school Safeguarding and Child Protection policy is available on the school website: www.st-augustines.nottingham.sch.uk

Key Personnel

CMAT Key Personnel

The CMAT Designated Safeguarding Lead (DSL) is: Robert della-Spina

Contact details: email: Robert.della-spina@ololcatholicmat.co.uk Telephone: 07961203307

The CMAT deputy DSL is: Moira Dales DCEO

Contact details: email: m.dales@ololcatholicmat.co.uk Telephone: 07852133114

The CMAT Safeguarding Governor is: Sue Dryden

Contact details: email: admin@ololcatholicmat.co.uk

School Key Personnel

The Designated Safeguarding Lead (DSL) is: Laura Bates

Contact details: email: laura.bates@st-augustines.nottingham.sch.uk

Telephone: 0115 9156995

The deputy DSLs are:

Frances Moore

Contact details: email: frances.moore@st-augustines.nottingham.sch.uk

Telephone: 0115 9156995

The Mental health team:

Zoe Thomas

Contact details: email: zoe.thomas@st-augustines.nottingham.sch.uk

Telephone: 0115 9156995

The nominated child protection governor is: Julie Welsh

Contact details: email: julie.welsh@st-augustines.nottingham.sch.uk

Telephone: 0115 9156995

The Headteacher is: Frances Moore

Contact details: email: frances.moore@st-augustines.nottingham.sch.uk

Telephone: 0115 9156995



The Chair of Governors is: Julie Welsh

Contact details: email: julie.welsh@st-augustines.nottingham.sch.uk

Telephone: 0115 9156995

Local Authority Key Personnel

Throughout the Safeguarding Policy, where it references safeguarding board and or partnership, please refer to the below links.

NCSCB

www.nottinghamcity.gov.uk/information-for-residents/children-and-families/nottingham-city-safeguarding-children-board/

NSCP

<https://www.nottinghamshire.gov.uk/nscp>

Nottingham City Education Safeguarding Officer: Lisa Hurst

Contact details: email: Lisa.hurst@nottinghamcity.gov.uk

Telephone: 0115 8762042

Nottingham City Designated Officer (LADO):

Contact details: email: LADO@nottinghamcity.gov.uk

Telephone: 07842601599



Terminology

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing 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.
- Children includes everyone under the age of 18.

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

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

Child includes everyone under the age of 18.

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

Victim is a widely understood and recognised term, but not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. Everyone in school should be prepared to use any term the child feels most comfortable with when managing an incident.

Alleged perpetrator(s) and **'perpetrator(s)'** are widely used and recognised terms, but as a school we should think carefully about what terminology we use (especially in front of children), as in some cases, abusive behaviour can be harmful to the perpetrator too. **The school will decide what's appropriate and which terms to use on a case-by-case basis**

Part One: Principles of Safeguarding

Policy Statement

Safeguarding determines the actions that we take to keep children safe and protect them from harm in all aspects of their school life. As part of the OLoL Trust, we are committed to safeguarding and promoting the welfare of all of our pupils and staff¹.

The actions that we take to prevent harm; to promote wellbeing; to create safe environments; to educate on rights, respect and responsibilities; to respond to specific issues and vulnerabilities all form part of the safeguarding responsibilities of the school. As such, this overarching policy will link to other policies which will provide more information and greater detail.

1. Introduction

In England, people working with children are expected to report concerns about a child's welfare to the relevant agencies.

The key guidance for child protection is 'Working together to Safeguard Children' (Department for Education, updated Sept 2019)². This states: everyone who works with children has a responsibility for keeping them safe everyone who comes into contact with children and families has a role to play in sharing information and identifying concerns. In addition, section 11 of the Children Act 2004³ places a statutory duty on certain agencies to co-operate to safeguard and promote the welfare of children. **This includes:**

- local authorities,
- NHS services and trusts,

¹ Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with children etc. and governors.

² <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

³ http://www.legislation.gov.uk/ukpga/2004/31/pdfs/ukpga_20040031_en.pdf



- police,
- probation services
- young offender's institutions.

People who work in these agencies and who do not report suspected cases of abuse or neglect may be subject to disciplinary proceedings but do not currently face criminal penalties.

Mandatory reporting: It is mandatory for all regulated health and social care professionals and teachers in England to report 'known cases' of Female Genital Mutilation (FGM) in under 18s to the police (Home Office, 2016).

- The guidance also reflects, both 'Keeping Children Safe in Education' September 2022⁴, and the LA Safeguarding Board/Partnership.
- The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within the school to identify, assess, and support those children who are suffering harm.
- This policy applies to all members of staff and governors in the school.

2. Policy Principles

- The welfare of the child is paramount.
- All children regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.
- We recognise that all adults, including temporary staff, supply staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm;
- All staff believe that our school will provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- Pupils and staff involved in child protection issues will receive appropriate support.

3. Policy Aims

- To demonstrate the CMAT and school's commitment with regard to safeguarding and child protection to pupils, parents and other partners.
- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident to, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse ([See KCSIE 2022, para 132 for resources](#)).
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance)⁵, and a single central record is kept for audit.
- To support staff in their roles and to ensure that all staff are aware of the Whistleblowing policy of the CMAT.

⁴ <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

⁵ [Guidance regarding DBS checks found in the Protection of Freedoms Act 2012](#)



4. 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 and disabilities (SEND) (see Appendix A)
- 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 (Appendix A)

5. Values Supporting Children

- We recognise that a child who is abused or witness's violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- Our schools will support all children by:
 - Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
 - Promoting a caring, safe and positive environment within the school.
 - Responding sympathetically to any requests for time out to deal with distress and anxiety.
 - Offering details of helplines, counselling or other avenues of external support.
 - Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
 - Notifying Social Care as soon as there is a significant concern.
 - Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.
 - Children are taught to understand and manage risk through our Person, Health, Social and Economic (PHSE) education and Relationship and Sex Health Education (RSHE) and through all aspects of school life. This includes online safety.

6. Prevention / Protection

- We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection
- The school community will therefore:
 - Work to establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to.
 - Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes
 - Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.



- Include safeguarding across the curriculum, including PSHE and RSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they will turn for help.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

7. Safe School, Safe Staff:

OLoL CMAT Executive Board and St Augustine's Local Governing Body will ensure that:

All staff must be aware of systems within their school which support safeguarding and these will be explained to them as part of staff induction. This will include the:

- child protection policy (will amongst other things also include the policy and procedures to deal with child-on-child abuse)
- behaviour policy (which will include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying);⁶
- staff code of conduct will amongst other things, include low- level concerns, allegations against staff and whistleblowing
- safeguarding response to children who go missing from education; and
- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Copies of policies and a copy of Part one (or Annex A, if appropriate (KCSIE 2022)) of this document will be provided to all staff at induction.

- **Any staff member who has any concerns about a child's welfare should follow the processes set out in paragraphs 51-67 of KCSIE 2022. Staff should expect to support social workers and other agencies following any referral.**
- All staff have responsibility to provide a safe environment in which children can learn.
- All staff will receive appropriate safeguarding and child protection training (including online safety) at induction. The training will be regularly updated. In addition, all staff will receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- All staff will be aware of their local early help⁷ process and understand their role in it.
- All staff should be prepared to identify children who may benefit from early help⁷. Early help means providing support as soon as a problem emerges at any/ point in a child's life, from the foundation years through to the teenage years.
- All staff will be aware of the process for making referrals to children's social care and for statutory assessments⁸ under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- All staff will know what to do if a child tells them he/she is being abused, exploited or neglected. Staff will know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff will never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.
- All staff will be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting

⁶ <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

⁷ <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

⁸ Detailed information on statutory assessments can be found in Chapter 1 of [Working together to safeguard children - GOV.UK \(www.gov.uk\)](#)



abuse, sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.

- All staff should receive appropriate safeguarding and child protection training (including online safety) at induction, through Hays online training in line with advice from LA Safeguarding Board/Partnership, which is regularly updated and receive safeguarding and child protection updates. In addition, all staff should receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.
- All staff should 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. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.
- All staff will have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos⁹ can be signs that children are at risk. (See Annex B KCSIE 2022)
- All members of staff are trained in and receive regular updates in online safety and reporting concerns;
- All staff, Trust Executive Board and Local Governing body members, undertake the yearly 'Hays online training' and sign up to receive '**Andrew Hall's Monday Briefing**¹⁰' (and for DSL's **NSPCC Casper weekly newsletter**¹¹) for regular child protection awareness information, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse;
- All policies on Special Educational needs and disability and supporting pupils in schools with medical conditions are in place and are reflective of safeguarding as appropriate.
- The safeguarding policy is made available via the school website or other means and that parents/carers are made aware of this policy and their entitlement to have a copy via the school handbook/newsletter/website. All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Safeguarding Policy and reference to it in the school's handbook.
- Where appropriate schools will hold more than one emergency contact number for each pupil; further information can be found in Schools Attendance Guidance¹²
- The school provides a coordinated offer of **Early Help** (see below) when additional needs of children are identified and contributes to early help arrangements and inter-agency working and plans;
- Our Lettings Policy will seek to ensure the suitability of adults working with children on school sites at any time;
- Community users organising activities for children are aware of the school's Safeguarding Policy, guidelines and procedures which covers child protection;
- The name of the designated members of staff for child protection, the Designated Safeguarding Lead and deputy(ies), are clearly advertised in the school entrance with a statement explaining the school's role in referring and monitoring cases of suspected abuse;
- On an annual basis, all staff will be given a copy of Part 1 and Annex A of Keeping Children Safe in Education and will sign to say they have read and understood it. This applies to the Governing Body in relation to part 2 of the same guidance.

⁹ [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people)

¹⁰ <https://www.safeguardingschools.co.uk/andrew-hall/>

¹¹ <https://learning.nspcc.org.uk/newsletter/casper>

¹² <https://www.gov.uk/government/publications/school-attendance>



8. Serious Violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from school or college, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Use of school or college premises for non-school/college activities

- Where governing bodies or proprietors hire or rent out school facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they will ensure that appropriate arrangements are in place to keep children safe.
- When services or activities are provided by the governing body or proprietor, under the direct supervision or management of their school staff, their arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case. The governing body or proprietor will therefore seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school or college on these matters where appropriate. The governing body or proprietor will also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

9. Indicators of Abuse

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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

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



Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

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

[What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners](#)

Contextual issues ([Reference Page 62 in this document](#)):

Contextual Safeguarding areas of risk ¹³	
Area of risk	Mitigation
<p><i>Examples (non-exhaustive list)</i></p> <ul style="list-style-type: none"> • child on child and relationship abuse. • criminal/ sexual exploitation/ online abuse. • Missing episodes. • Risks associated with gangs. • Risks associated with radicalisation. • Safeguarding risks in public spaces. • Trafficking and modern slavery. • Harmful sexual behaviour¹⁴ • Extra-familial harm in schools 	<p><i>Some examples (non-exhaustive list)</i></p> <ul style="list-style-type: none"> • School ensures a safe and supportive environment • Immediate intervention and support is implemented as soon as concerns have been raised. • School assess the risks that young people may be exposed to outside their school or college, as well as inside it by parent and pupil voice, liaising with local agencies. • There is a safe space in school for young people and/or families to talk to school about experiences. • School conducts 'safety mapping' with pupils, where school helps them to identify safe adults that they could turn to when they feel vulnerable outside their school or college. • When completing social care assessments, Keeping Children Safe in Education guidance advises that we provide as much information as possible on wider environmental factors, so that all available evidence and contexts of abuse can be considered. • Workshops and leaflets to increase awareness for parents or those in our local community about how to recognise signs of exploitation or abuse, how young people can stay safe online and offline, and who to contact if they notice any warning signals.

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately.

Referrals should follow the LA's referral process.

¹³ [Proactive whole school student safeguarding : STEER](#)

¹⁴ [Beyond Referrals - Schools \(csnetwork.org.uk\)](#)



Early help (KCSIE 2022 paragraph 20)

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

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of honour based abuse such as Female Genital Mutilation or forced marriage;
- is a privately fostered child; and
- is persistently absent from education, including persistent absences for part of the school day.

See also "Nottinghamshire County Council: Pathway to Provision V8."¹⁵

Part Two: Responsibilities of Governing bodies, proprietors and management committees (KCSIE 2022)

OLoL CMAT Executive Board and Local Governing bodies have a strategic leadership responsibility for their school's safeguarding arrangements and must ensure that they comply with their duties under legislation. They must have regard to this guidance, ensuring policies, procedures and training in their schools or colleges are effective and comply with the law at all times. Ensuring that the annual cross trust training programme is followed and adhered to.

OLoL CMAT Governing bodies will ensure they facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies will operate with the best interests of the child at their heart.

Where there is a safeguarding concern, OLoL CMAT, governing bodies and school leaders will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems will be in place, and they will be well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

Governing bodies and proprietors will ensure that all governors and trustees receive appropriate safeguarding and child protection (Hays online) training at induction and ensure that:

- There is a Safeguarding policy together with a staff code of conduct.
- Child protection, safeguarding, recruitment and managing allegations policies and procedures, including the staff code of conduct, are consistent with the school's Local Safeguarding board/partnership and statutory requirements, are reviewed annually and that the Safeguarding policy is publicly available on the school website or by other means;

¹⁵ <https://www.nottinghamshire.gov.uk/media/129861/pathwaytoprovisionhandbook.pdf>



- All staff have read Keeping Children Safe in Education Part 1 (or Annex A if appropriate) and those mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.
- Ensures that all staff including temporary staff, supply staff and volunteers are provided with the school's Safeguarding and staff Code of Conduct policies;
- Ensure that the governors report to the board on the broader safeguarding agenda inclusive of HR matters, e-safety and site security covering the full range of safeguarding responsibilities.
- The school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training;
- The school has procedures for dealing with allegations of abuse against staff, including the headteacher, supply staff, volunteers and against other children and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned; Our Lady of Lourdes Whistle Blowing Policy March 2021.

This safeguarding & child protection policy ensures our school is effective as it:

- reflects the whole school approach to **child on child abuse** (see para 155 KCSIE 2022); **NSPCC have produced an evidence-informed framework for children and young people displaying harmful sexual behaviours.**¹⁶ **OLoL CMAT Executive Board recommend that this is used as an audit tool in schools, to identify harmful sexual behaviours.**
- reflects reporting systems as set out at paragraph 96 (KCSIE 2022);
- describes procedures which are in accordance with government guidance;
- refers to locally agreed multi-agency safeguarding arrangements put in place by the safeguarding partners;
- includes policies as reflected elsewhere in Part two of this guidance, such as online safety (see paragraph 128 and 137 (KCSIE 2022), and special educational needs and disabilities (SEND) (see paragraphs 198-201 KCSIE 2022);
- where appropriate, reflects serious violence. Further advice for schools is provided in the Home Office's [Preventing youth violence and gang involvement](#) and [its Criminal exploitation of children and vulnerable adults: county lines](#) guidance;
- will be reviewed annually (as a minimum) and updated if needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt; and
- is available publicly either via the school or college website or by other means.

Governing bodies and proprietors will ensure that:

- **There is a behaviour policy**¹⁷, which includes measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- **There is a staff code of conduct** which will, amongst other things, include: acceptable use of technologies (including the use of mobile devices), staff/pupil relationships and communications including the use of social media.
- **There are appropriate safeguarding arrangements** in place to respond to children who go missing from education, particularly on repeat occasions (more information at paragraph 164 (KCSIE 2022)).
- A member of the Governing Body, usually the Chair, is nominated to liaise with the Local Authority on Child Protection issues. In the event of an allegation of abuse made against the Headteacher, it will be a representative nominated by the CEO.
- A member of the Governing body will be nominated as the Lead Safeguarding governor and undertake a yearly audit in the Advent term. There will then be a review of the audit in the Lent and Pentecost terms to follow up any issues from the Advent audit. These can be undertaken with the Head teacher, Deputy Head teacher or a Snr Designated Safeguarding Lead.
- The Lead Safeguarding Governor will not read through all the documents, reports and confidential records, but will check the school or academy has in place appropriate management and recording practices and processes to keep children safe.

¹⁶ <https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviour-framework>

¹⁷ <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>



- A member of the senior leadership team has been appointed as the Designated Safeguarding Lead (DSL) by the Governing Body who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description;
- On appointment, the DSL and deputy(ies) undertake interagency training and also undertake DSL 'New to Role' and attend DSL update training throughout the year;
- All other staff have safeguarding and Child Protection training (Hays), including online safety, at induction. Training will be regularly updated.
- At least one member of the governing body i.e. Chair and one other is to complete Safer Recruitment CPD through Hays Online Training Platform; CPD to be repeated annually.
- Children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or for maintained schools through Relationship, Sex and Health Education (RSHE);
- Appropriate safeguarding responses are in place for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future;
- Enhanced DBS checks (without barred list checks, unless the governor is also a volunteer at the school) are in place for all Governors;
- Any weaknesses in Child Protection are remedied immediately.
- The school/college keeps an up to date single central record of pre-employment checks, specifying when the check was made and when it will be renewed.
- The adequacy of resources committed to child safeguarding, and the staff and governor training profile are monitored.

Filters and monitoring

- Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, governing bodies and proprietors will be doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, governing bodies and proprietors will ensure their school or college has appropriate filters and monitoring systems in place and regularly review their effectiveness. They will ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. Governing bodies and proprietors will consider the age range of their children, the number of children, how often they access the IT system and the proportionality of costs versus safeguarding risks.
- As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies and proprietors will ensure appropriate filters and appropriate monitoring systems are in place: see KCSIE 2022 Annex D. Further guidance has been published by the UK Safer Internet Centre ¹⁸

Human Rights Act:¹⁹

The Human Rights Act (HRA) compels public organisations to respect and protect an individual's human rights when they make individual decisions about them.

Governing bodies and proprietors will be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010²⁰, (including the Public Sector Equality Duty²¹), and their local multi-agency safeguarding arrangements²².

Under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific convention rights applying to schools and colleges are:

¹⁸ <https://www.saferinternet.org.uk/>

¹⁹ [Human Rights Act 1998 \(legislation.gov.uk\)](https://www.legislation.gov.uk/)

²⁰ [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/)

²¹ [public_sector_equality_duty_guidance_for_schools_in_england_final.pdf \(ioe.ac.uk\)](https://www.ioe.ac.uk/public-sector-equality-duty-guidance-for-schools-in-england-final.pdf)

²² See paragraphs 107-114 in KCSIE 2022 on multi-agency working



- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination,²³ and
- Protocol 1, Article 2: protects the right to education.

Children potentially at greater risk of harm:

See Appendix A for more detail.

- Whilst all children will be protected, it is important that governing bodies and proprietors recognise (and reflect in their policies and procedures) some groups of children are potentially at greater risk of harm.
 - o Children who need a social worker (Child in Need and Child Protection Plans)
 - o Children missing from education
 - o Elective Home Education (EHE)
 - o Children requiring mental health support
 - o Looked after children and previously looked after children
 - o Virtual school heads
 - o Care leavers
 - o Children with special educational needs and disabilities or physical health issues

1. The Headteacher will ensure that;

- The Safeguarding Policy and procedures are implemented by OLoL CMAT and followed by all staff;
- Sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL and deputy(ies) DSL(s) to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- Where there is a safeguarding concern that the child's wishes and feelings are taken into account when determining what action to take and what services to provide;
- Systems are in place for children to express their views and give feedback which operate with the best interest of the child at heart;
- All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures;
- A Single Central Record (SCR) of all staff and volunteers, and their safeguarding training dates is maintained and that this list confirms that all staff and those volunteers who meet the specified criteria have had a DBS check, when this check was made and when it will be renewed;
 - o OLoL CMAT will maintain the single central record detailing checks carried out in each academy within the CMAT. Whilst there is no requirement for the CMAT to maintain an individual record for each academy, the information will be recorded in such a way that allows for details for each individual academy to be provided separately, and without delay, to those entitled to inspect that information, including by inspectors.
 - o **The SCR is to be maintained by the school's admin team, with the lead DSL having oversight of the SCR.** Each academy will ensure that this is checked by the DSL and Safeguarding governor once a term, this is to be recorded as completed in the Local Governing Body (LGB) minutes. Any new members of staff joining the school will also be confirmed as added to the SCR at the next LGB meeting. HR advisors for the academy will check the SCR once a year and when there is an OFSTED inspection. The DPS team, will check the check the SCR at the beginning of each year.
- That pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online;

²³ As a matter of law, Article 14 only applies where the act complained of falls within the ambit of another Convention right, but in this context it should always be assumed that either through Article 8 or Article 2 of Protocol 1, or both, Article 14 will be engaged.



- They liaise with the Local Authority Designated Officer (LADO)²⁴, before taking any action and on an ongoing basis, where an allegation is made against a member of staff or volunteer;
- Anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.
- All school staff are provided with safeguarding training and are updated on any changes to safeguarding legislation and publications as they occur.
- DSLs in school attend regular DSL updates and training as they are made available by the schools Local Safeguarding board/partnership.

External Visitors:

- A Schools Visitor's policy is in place that puts the safeguarding of pupils at the centre and is applied to all visitors irrespective of their status and the following checks are made as visitors arrive at the school:
 - o all visitors to the school will be asked to bring formal identification with them at the time of their visit unless they are named as approved visitors/contractors; **access via the Estates Portal.**
 - o once on site, all visitors must report to reception first; no visitor is permitted to enter the school via any other entrance under any circumstances.
 - o at reception, all visitors must state the purpose of their visit and who has invited them. They will be ready to produce formal identification upon request.
 - o Self Employed: must show their DBS as they have no employer to confirm that this has been done.
 - o all visitors will be asked to sign in via the Inventory System which is kept in reception at all times making note of their name, organisation, who they are visiting and car registration. Visitors will then be escorted to their point of contact OR their point of contact will be asked to come to reception to receive the visitor.
 - o all visitors will be required to wear an identification badge – the badge must remain visible throughout their visit.
 - o Contractors are responsible for their employees while they are on site. The Trust have an Approved Contactor List; only contractors on this list will be used by OLoL CMAT. The Contractor must share the enhanced DSB checks of their employees with the Head Teacher, at least one week in advance of arrival on site.
 - o Head teachers will notify the Trust Safeguarding Lead regarding any concerns they may have with DBS checks associated with visitors, including supply staff, and contractors.

2. The Designated Safeguarding Lead; (KCSIE 2022 Annex C)

The Designated Safeguarding Lead (DSL) will take lead responsibility for safeguarding and child protection (including online safety). This will be explicit in the role holder's job description. The person will have appropriate status and authority within the school to carry out the duties of the post. They will be given time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take strategic discussions and inter-agency meetings, and/or support other staff to do so and to contribute to the assessment of children.

Any Deputy DSLs will be trained to the same standard as the designated safeguarding lead and the role will be explicit in their job description. Whilst activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead, this **lead responsibility** will not be delegated.

Local Authorities will share the fact a child has a social worker, and the designated safeguarding lead will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This will be considered a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools to safeguard and promote the welfare of children.

²⁴ [See Local Authority Key personnel section.](#)



Where children need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support alongside action by statutory services).

The DSL will help promote education by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools have clear powers to share, hold and use information for these purposes.

Manage Referrals - the DSL is expected to:

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required. Refer to Child Centred Policing documents "When to Call the Police: Guidance for Schools and Colleges."²⁵

Work with others - the DSL is expected to:

Schools and colleges, as relevant agencies, should be part of discussions with statutory safeguarding partners to agree the levels for the different types of assessment and services to be commissioned and delivered, as part of the local arrangements. Safeguarding partners should publish a local threshold document which includes the process for the local early help assessment and the type and level of early help services to be provided, and DSLs (and their deputies) will need to familiarise themselves with this document.

- Act as a source of support, advice and expertise for all staff;
- Act as point of contact with three safeguarding partners;
- Liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - [PACE Code C 2019](#).
- As required liaise with the 'case manager' (Part 4 KCSIE 2022) and the designated officer(s) at the Local Authority for child protection concerns in cases which concern a member of staff;
- Liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs co-ordinators (SENCOs), or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;
- Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;



- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:
 - ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
 - support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

3. All School Staff

- Understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, record via CPOMS sharing information with the DSL and taking prompt action.
- Only use the CPOMS from a personal login to a computer or via a mobile phone app, ensuring that any files downloaded from CPOMS/ are protected by the personal login to that computer/phone. Staff will ensure that all devices lock when not in use and are never left unattended. Staff must also be diligent in removing copies of files from the 'Downloads' location.
- Consider, at all times, what is in the best interests of the child;
- Know how to respond to a pupil who discloses abuse through delivery of 'Working together to Safeguard Children', and 'What to do if you suspect a Child is being Abused' (2015)²⁶;
- Will refer any safeguarding or child protection concerns to the DSL or if necessary where the child is at immediate risk to the police or Children's Social Care;
- Are aware of the Early Help²⁷ process and understand their role within it including identifying emerging problems for children who may benefit from an offer of Early Help, liaising with the DSL in the first instance and supporting other agencies and professionals in an early help assessment through information sharing. In some cases, staff may act as the Lead Professional in Early Help Cases.
- Will provide a good and safe educational environment where behaviour is well managed so that children can learn to the best of their ability.

4. Child on child abuse

- **All** staff will recognise that children are capable of abusing their peers (including online). **All** staff will be clear about their school's or college's policy and procedures with regard to child on child abuse.
- 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.
- Governing bodies and proprietors will ensure that these systems are in place:
 - procedures to minimise the risk of child on child abuse;

²⁶ <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

²⁷ Nottingham City Family Support Pathways: <http://www.nottinghamchildrenspartnership.co.uk/family-support-pathway/>
Nottinghamshire County: <https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/service.page?id=c8jgiR4VJI4>
Derby and Derbyshire: https://derbyshirescbs.proceduresonline.com/p_prov_early_help.html



- the systems in place (and they will be well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously;
- how allegations of child on child abuse will be recorded, investigated and dealt with;
- clear processes as to how victims, perpetrators and any other children affected by child on child abuse will be supported;
- a recognition that even if there are no reported cases of child on child abuse, such abuse may still be taking place and is simply not being reported;
- a statement which makes clear there is a **zero-tolerance approach** to abuse, and it will never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children;
- recognition that it is more likely that girls will be victims and boys’ perpetrators, but that all child on child abuse is unacceptable and will be taken seriously; and
- the different forms child on child abuse can take, such as:
 - bullying (including cyberbullying, prejudice-based and discriminatory bullying);
 - abuse in intimate personal relationships between peers;
 - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - sexual violence and sexual harassment. Part five of this guidance and [Sexual violence and sexual harassment between children in schools and colleges](#) sets out how schools and colleges will respond to reports of sexual violence and sexual harassment;
 - Consensual and non-consensual sharing of nudes and semi-nude images and/or videos³⁶ (also known as sexting or youth produced sexual imagery): the policy will include the school or college’s approach to it. The Department provides [Searching Screening and Confiscation Advice](#) for schools. The UKCIS Education Group has published [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) which outlines how to respond to an incident of nudes and semi-nudes being shared;
 - causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
 - upskirting (which is a criminal offence²⁸), which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
 - initiation/hazing type violence and rituals.

5. Alternative Provision

- The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies and proprietors of these settings are aware of the additional risk of harm that their pupils may be vulnerable to. (KCSIE 2022 para 167, pg. 42)
- The Department has issued two pieces of statutory guidance to which commissioners of Alternative Provision will have regard (KCSIE 2022 para 168, pg. 42):
 - [Alternative provision - DfE Statutory Guidance](#); and
 - [Education for children with health needs who cannot attend school - DfE Statutory Guidance](#)
- Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and will be satisfied that the provider meets the needs of the pupil. (KCSIE 2022 para 326, pg. 79)
- Schools will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff (KCSIE 2022 para 327, pg. 79).

²⁸ [Voyeurism \(Offences\) Act 2019 \(legislation.gov.uk\)](#)



6. Confidentiality and Information Sharing

- St Augustine's recognises that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm the school must contribute to inter-agency working in line with 'Working Together to Safeguard Children' and share information between professionals and agencies where there are concerns.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 2018 is not a barrier to sharing information where the failure to do so would place a child at risk of harm; *see DfE advice "Information Sharing July 2018"*²⁹
- OLoL CMAT Governing bodies will consider the implications (potential breach of Data protection and GDPR) of using unsecured communication channels, such as PMR Radios (walkie talkies), especially when discussing personal and sensitive safeguarding information.

Further details on information sharing can be found:

- in Chapter one of Working Together to Safeguard Children³⁰, which includes a myth-busting guide to information sharing;
 - at Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers³¹. The seven golden rules for sharing information will be especially useful;
 - at The Information Commissioner's Office (ICO)³², which includes ICO GDPR FAQs and guidance from the department; and
 - in Data protection: toolkit for schools³³ - Guidance to support schools with data protection activity, including compliance with the GDPR
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
 - However, we also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential and the Head teacher or DSLs will only disclose information about a child to other members of staff on a need to know basis.
 - We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with an Assistant Team Manager at the Children's Services Area Team on this point.

7. Record Keeping

- **All** concerns, discussions and decisions made, and the reasons for those decisions, will be recorded in writing. This will also help if/when responding to any complaints about the way a case has been handled by the school or college. Information should be kept confidential and stored securely via CPOMs.

Records will include:

- a clear and comprehensive summary of the concern;
 - details of how the concern was followed up and resolved;
 - a note of any action taken, decisions reached and the outcome.
- If in doubt about recording requirements, staff will discuss with the designated safeguarding lead (or deputy).

²⁹ <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

³⁰ <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

³¹ <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

³² <https://ico.org.uk/for-organisations/business/>

³³ <https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>



- It is important for children to receive the right help at the right time to address safeguarding risks, prevent issues escalating and to promote children's welfare. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action.³⁴ Further information about serious case reviews can be found in Chapter four of [Working Together to Safeguard Children](#). Examples of poor practice include:
 - failing to act on and refer the early signs of abuse and neglect;
 - poor record keeping;
 - failing to listen to the views of the child;
 - failing to re-assess concerns when situations do not improve;
 - not sharing information with the right people within and between agencies;
 - sharing information too slowly; and
 - a lack of challenge to those who appear not to be taking action.

8. Transfer of Child's Child Protection, Child in Need, LAC or Confidential file:

- A file transfer procedure is in place to ensure that **where children leave the school or college, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college 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 or college to have support in place for when the child arrives.** (KCSIE 2022 pg. 31 para 121 and act in accordance with the school's child protection policy)
- CPOMs have the facility to transfer files automatically once the pupil has moved from one school to another; this task is the responsibility of the DSL.
- A log is maintained to evidence when files have been transferred.
- A log of a discussions has been made between the DSL's to share important information about the child and agree the file transfer.
- Confirmation of signed receipt is held to confirm safe and secure transfer of files between school's/education provider's files for children subject to CP and CIN concerns.
- DPA and UK GDPR **do not** prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to safeguard and promote the welfare of children.

9. Mobile Phones and Cameras in school

- Practitioner's phones must be kept out of the reach of children and parents, in a secure area accessible only to staff. All staff are made aware of their duty to follow this procedure which is set out in the Code of Conduct.
- Visitors to the setting (including parents) are requested not to use their mobile phones on the premises and that they will not take photographs on the school site.
- Photographs validate children's experiences and achievements and are a valuable way of recording milestones in a child's life. Parental permission for the different ways in which we use photographs is gained as part of the initial registration at St Augustine's in line with General Data Protection Act (GDPR).
- A mixture of photos that reflect the school environment; sometimes this will be when children are engrossed in an activity either on their own or with their peers. Children are encouraged to use the camera/iPad to take photos of their peers. In order to safeguard children and adults, and to maintain privacy, cameras are not to be taken into the toilets by adults or children. All adults whether teachers/practitioners or volunteers at St Augustine's understand the difference between appropriate and inappropriate sharing of images. All images are kept securely in compliance with the GDPR.

³⁴ [Analysis of serious case reviews: 2014 to 2017 - GOV.UK \(www.gov.uk\)](#)



10. Physical Intervention

- We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- Such events will be recorded and signed by a witness.
- Staff who are likely to need to use physical intervention will be appropriately trained in the Positive Handling techniques Full Day Safer Handling CPD)
- We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- We recognise that touch is appropriate in the context of working with children, and all staff have been signposted to 'Use of Reasonable Force in Schools'³⁵ guidance to ensure they are clear about their professional boundary, (See KCSIE 2022, page 41 para 162).

11. Transporting Pupils Guidance³⁶:

- In certain situations, staff or volunteers may be required or offer to transport pupils as part of their work. As for any other activity undertaken at work, the employer has a duty to carry out a risk assessment covering the health and safety of their staff and to manage any known risks.
- Staff will not offer lifts to pupils unless the need for this has been agreed by a manager.
- A designated member of staff will be appointed to plan and provide oversight of all transport arrangements and respond to any concerns that may arise.
- Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles and with at least one adult additional to the driver acting as an escort.
- It is a legal requirement that all passengers wear seatbelts and the driver will ensure that they do so. They will also be aware of and adhere to current legislation regarding the use of car seats for younger children.
- Staff will ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They will ensure that the vehicle is roadworthy and appropriately insured and that the maximum carrying capacity is not exceeded.
- Staff will never offer to transport pupils outside of their normal working duties, other than in an emergency or where not doing so would mean the child may be at risk. In these circumstances the matter will be recorded and reported to both their manager and the child's parent(s).
- The school's health and safety policy and/or educational visits policy will set out the arrangements under which staff may use private vehicles to transport pupils.
- Any private vehicles used to transport pupils will be insured for 'Business' use and registered through Our Lady of Lourdes Estates Manager

12. Educational Visits:

- OLoL CMAT together with St Augustine's Local Governing Body are responsible for the provision and implementation of health and safety procedures, guidance and specific advice. All Trust schools must operate to guidance, standards and approval requirements issued by the Outdoor Education Advisor. Under the Health and Safety at Work Act 1974, employers are responsible for the provision and implementation of health and safety procedures, guidance and specific advice.
- With regard to school visits all Trust Schools use EVOLVE to manage risk and approve Educational Visits - **Sport, Outdoor Learning, Life Skills, Adventure and Risk Management (SOLAR)** www.nottinghamcityvisits.org.uk
- EV advice can be sought via the Outdoor Activities Services Manager Andrew.Smith@collegest.org.uk / T: 0115 947 6202 (Ext 238). Approval is delegated to HT's except residential/ overnight where SOLAR must approve.
- **See Keeping Children Safe in Education Sept 2022 Annex D, pg. 168: Host families - homestay during exchange visits.**

³⁵ <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

³⁶ <http://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>



The Outdoor Education Advisor is responsible for:

- guidance to schools and other services working with children and young people on the safe management of school visits and off site learning (based on good practice and legal requirement)
 - production of generic risk assessments
 - training in the management of schools visits and off site learning
 - provision of a web based storage and approval system - Evolve
 - provision of a telephone/email advisory service
 - formally approving all higher risk activities as in compliance with Local Authority Standards
 - monitoring of system use, school procedures and external visits.
- Mini Buses:
 - The Trust schools follow guidance within the Driving School Minibuses – Advice for Schools and Local Authorities (Sept 2013)³⁷ see also Trust Mini Bus Policy.

13. Policy Links:

This policy also links to our policies and protocols on:

- Administration of medicines
- Allegations against staff
- Anti-bullying
- Attendance
- Behaviour
- Curriculum
- Drug Education
- E-Safety, including staff use of mobile phones
- First Aid policy
- Health & Safety Policy
- Intimate Care Plans
- Medicines Policy
- Parental Complaints
- Child on child Abuse Guidance and Policy (*Nottinghamshire County Council*)
- Risk Assessments
- Safer Recruitment and Selection
- Sex and Relationships Education
- Staff Code of Conduct
- Trust Minibus Policy
- Trust Protocols for Online 1:1 and Group Lessons
- Trust Guidance for Alternative Provision
- Trust Whistleblowing

14. Key Documents to be Read by All Staff Working with Children

- Keeping Children Safe in Education (October 2022)
- Working Together to Safeguard Children (2018)
- Inspecting Safeguarding in Early Years, education and skills (DfE Sept 2019)
- Code of Conduct (Previous Hub policy)
- Anti-Bullying Policy (School Policy)
- Whistleblowing Policy (OLoL Trust policy)

³⁷ <https://www.gov.uk/government/publications/driving-school-minibuses-advice-for-schools-and-local-authorities>



- Social Media Code of Conduct (Previous Hub policy)
- Safeguarding Policy (OLoL Trust policy)
- Nottinghamshire County Council Pathway to Provision V8
- NSPCC Guidance



Part Three: Child Protection Procedures

- Abuse and neglect are forms 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 the family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.
- Further information about the four categories of abuse; physical, emotional, sexual and neglect, and indicators that a child may be being abused can be found in Appendices A.
- Any child in any family in any school could become a victim of abuse. Staff will always maintain an attitude of “It could happen here”.
- There are also a number of specific safeguarding concerns that we recognise our pupils may experience (go to Annex B pg. 139, KCSIE 2022);
 - Bullying including cyberbullying
 - Child abduction and community safety incidents
 - Child missing from education
 - Child missing from home or care
 - Children and the court system
 - Child sexual exploitation
 - Criminal Exploitation of children
 - Children with family members in prison
 - ‘County Lines’
 - Cybercrime
 - Domestic abuse
 - Drugs and substance misuse
 - Fabricated or induced illness
 - Gangs and youth violence
 - Gender-based violence/violence against women and girls (VAWG)
 - Harassment and discrimination
 - Homelessness
 - Modern Slavery and National Referral Mechanism
 - Online safety
 - Peer-on-peer/child on child abuse
 - Private fostering
 - Providing first aid
 - Racist abuse
 - Preventing radicalisation
 - Prevent Duty
 - Channel
 - Self-harm
 - Sexual violence and sexual harassment between children
 - So-called ‘honour-based’ abuse
 - FGM (Female Genital Mutilation)
 - Forced Marriage
 - Faith Abuse
 - Youth produced sexual imagery (sexting)
 - Sexual violence and sexual harassment between children in schools
 - Teenage relationship abuse
 - Trafficking
 - Upskirting
- Staff are aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger and that safeguarding issues can manifest themselves via child on child abuse.



- We also recognise that abuse, physical abuse, emotional abuse, sexual abuse, neglect and safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label. Staff are aware that in most cases multiple issues will overlap one another.

1. If staff, volunteers and governors are concerned about a child's welfare

- If staff notice any indicators of abuse/neglect or signs that a child may be experiencing a safeguarding issue they will record these concerns CPOMS which will alert the DSL. Staff **will** also discuss their concerns in person with the DSL but the details of the concern will be recorded in writing as soon as possible on CPOMS. CPOMS will send an alert to the DSL who will follow up the concern immediately; in addition to this the member of staff logging the concern must alert the DSL verbally that they have logged a concern as soon as they have done so.
- If Volunteers, visitors and or Governors notice any indicators of abuse/neglect or signs that a child may be experiencing a safeguarding issue they will immediately report these concerns to the school's DSL. All volunteers, visitors and or Governors will be briefed as to who this is at point of entry.
- There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed.
- St Augustine's recognise that the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. However, they may also indicate a child is being abused or is in need of safeguarding.
- In these circumstances staff will try to give the child the opportunity to talk and immediately follow up by entering the concern onto CPOMS and alerting the DSL.
- If the pupil does begin to reveal that they are being harmed, staff will follow the advice below regarding a pupil making a disclosure.
- It is also important to note that while all children will be protected, some groups of children are potentially at greater risk of harm and in some cases may find it particularly difficult to communicate this.

2. If a pupil discloses to a member of staff

- OLoL CMAT schools recognise that it takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, guilty or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that what has happened is their fault. Sometimes they may not be aware that what is happening is abuse.
- A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.

During their conversation with the pupil staff will;

- Listen to what the child has to say and allow them to speak freely.
- Remain calm and not overreact or act shocked or disgusted – the pupil may stop talking if they feel they are upsetting the listener.
- Reassure the child that it is not their fault and that they have done the right thing in telling someone.
- Not be afraid of silences – staff must remember how difficult it is for the pupil and allow them time to talk.
- Take what the child is disclosing seriously.
- Ask open questions and avoid asking leading questions.
- Avoid jumping to conclusions, speculation or make accusations.
- Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused.
- Avoid admonishing the child for not disclosing sooner. Saying things such as 'I do wish you had told me about it when it started' may be the staff member's way of being supportive but may be interpreted by the child to mean they have done something wrong.



- Tell the child what will happen next. If a pupil talks to any member of staff about any risks to their safety or wellbeing the staff member will let the child know that they will have to pass the information on – staff are not allowed to keep secrets.

The member of staff will write up their conversation as soon as possible on CPOMs in the child's own words. Staff will make this a matter of priority. The record will also detail where the disclosure was made and who else was present. The record will be handed to the DSL.

3. Notifying Parents

- The School will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.
- However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care.
- Where there are concerns about forced marriage, honour based violence or FGM parents will not be informed a referral is being made, as to do so may place the child at a significantly increased risk.

The school aims to help parents understand that the school, like all others, has a duty to safeguard and promote the welfare of all pupils. The school may need to share information and work in partnership with other agencies when there are concerns about a pupil's welfare.

4. Making a referral

Staff working with children are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best interests** of the child.

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

Any safeguarding disclosure reported by a child to school, will automatically be referred to social care and recorded on CPOMs.

- 1) Ensure that the information is recorded on CPOMs and the DSL is alerted.
- 2) Referral to be made immediately to social care with dates and times.
- 3) Evidence of all phone calls (including those to parents, social care or advice lines), emails or other information factually recorded.
- 4) Outcomes of any decisions regarding the referral recorded.

How to record on CPOMs using the following guidelines:

- **Do not** use emotive language. *E.g. I was terrified with upsetting the parents...*
- **Do not** use personal opinion. *E.g. The child appeared fine...*
- **Do not** go into unnecessary contextual detail use specific times and location. *E.g. After break time before they had their milk but before I took my coat off, I noticed that...*
- **Always** use full names, do not use initials. *E.g. TL should be Tracy Lane*
- **Always** write in the first person. *E.g. I contacted social care at... They advised me to...*
- **Always** record accurately where and when the incident took place. *E.g. Classroom 1, 13:24.*
- If a referral is needed, then the DSL will make it initially by telephone then followed up by completing the LA children services form and sending it immediately following the initial phone call via email to social care contact. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made they can and will consider making a referral themselves.
- The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.



- If after a referral the child's situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) will press for re-consideration to ensure their concerns have been addressed, and most importantly the child's situation improves. This will initially be followed up with the social care worker leading the referral or Local Authority Designated Safeguarding Officer³⁸
- If a child is in immediate danger or is at risk of harm a referral will be made to children's social care and/or the police immediately. Anybody can make a referral.
- Where referrals are not made by the DSL, the DSL will be informed as soon as possible.

5. Is this Child in Need?

S17 of the Children Act 1989 says:

- they are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority;
 - their health or development is likely to be impaired, or further impaired without the provision of such services
 - does the young person have a disability?
- Children may need a social worker due to complex safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm as well as educationally disadvantaged in facing barriers to attendance, education, behaviour and mental health (KCSIE 2022 para. 170)

6. Is this a Child Protection matter?

S47 of the Children Act 1989 says

- children at risk or who are suffering significant harm
 - children suffering the effects of significant harm
 - serious health problems
- If this is a child in need, discuss the issues with the Designated Safeguarding Lead and parents. Obtain their consent for referral to Social Care.
 - If this is a child protection matter, this will be discussed with the Designated Safeguarding Lead and will need to be referred to Social Care by the school as soon as possible.
 - It is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under S.47 must therefore provide information which clearly outlines that a child is suffering or likely to suffer significant harm.
 - It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration.
 - Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child's physical, psychological and social development.
 - In order to both understand and establish significant harm, it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

³⁸ Nottinghamshire: LADO@nottscg.gov.uk 0115 8041272 Nottingham City: 0115 8765501
LADO@nottinghamcity.gov.uk Derby and Derbyshire: 01629 533190



Definition of Significant Harm

The Children Act 1989 introduced the concept of Significant Harm as the threshold that justifies compulsory intervention in family life in the best interests of children.

There are no absolute criteria on which to rely when judging what constitutes Significant Harm but consideration will be given to the following:

- The severity of ill-treatment which may include the degree and extent of physical harm including, for example, impairment suffered from seeing or hearing the ill-treatment of another;
- The duration and frequency of abuse and neglect;
- The extent of premeditation

7. Staff Well-being

- We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.
- Staff can also seek support through the Employee Assistance Programme, organised through Sodexo. This offers a free, confidential counselling service on a wide range of issues. Staff can contact Care first 24/7 on the Freephone telephone number – 0808 168 2143 and access online counselling on the Lifestyle website³⁹.

8. Children who are particularly vulnerable

St Augustine's recognises that some children are more vulnerable to abuse and neglect and those additional barriers exist when recognising abuse for some children.

We understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures which fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances.

In some cases, possible indicators of abuse such as a child's mood, behaviour or injury might be assumed to relate to the child's impairment or disability rather than giving a cause for concern. Or a focus may be on the child's disability, special educational needs or situation without consideration of the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it.

Some children may also find it harder to disclose abuse due to communication barriers, lack of access to a trusted adult or not being aware that what they are experiencing is abuse.

³⁹ www.carefirst-lifestyle.co.uk



9. Recognising signs of child abuse

A. Categories of Abuse (KCSIE 2022, para 26-30 pg. 10-11):

- Abuse
- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse (including child sexual exploitation)
- Neglect

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

B. Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s.
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups).

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses.
- Have unrealistic expectations of the child.
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment).
- Be absent or misusing substances.
- Persistently refuse to allow access on home visits.
- Be involved in domestic abuse.

Staff will be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.



C. Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury.
- Several different explanations provided for an injury.
- Unexplained delay in seeking treatment.
- The parents/carers are uninterested or undisturbed by an accident or injury.
- Parents are absent without good reason when their child is presented for treatment.
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury).
- Family use of different doctors and A&E departments.
- Reluctance to give information or mention previous injuries.

D. Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby.
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding.
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive).
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally.
- Variation in colour possibly indicating injuries caused at different times.
- The outline of an object used e.g. belt marks, hand prints or a hair brush.
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting.
- Bruising around the face.
- Grasp marks on small children.
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.

E. Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion will be sought where there is any doubt over the origin of the bite.

F. Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine).
- Linear burns from hot metal rods or electrical fire elements.
- Burns of uniform depth over a large area.
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks).
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation.

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.



G. Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

H. Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

10. Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay.
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment.
- Indiscriminate attachment or failure to attach.
- Aggressive behaviour towards others.
- Scapegoated within the family.
- Frozen watchfulness, particularly in pre-school children.
- Low self-esteem and lack of confidence.
- Withdrawn or seen as a “loner” – difficulty relating to others.

11. Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account will be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct.
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age.
- Continual and inappropriate or excessive masturbation.
- Self-harm (including eating disorder), self-mutilation and suicide attempts.
- Involvement in prostitution or indiscriminate choice of sexual partners.
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties).

Some physical indicators associated with this form of abuse are:



- Pain or itching of genital area.
- Blood on underclothes.
- Pregnancy in a younger girl where the identity of the father is not disclosed.
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

12. Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care.
- A child seen to be listless, apathetic and irresponsible with no apparent medical cause. Failure of child to grow within normal expected pattern, with accompanying weight loss.
- Child thrives away from home environment.
- Child frequently absent from school.
- Child left with adults who are intoxicated or violent.
- Child abandoned or left alone for excessive periods.

13. Relationships (Health) and (Sex) Education

The RHSE curriculum equips teachers with an overview of key faith perspectives on different aspects of relationships, sex and health to enable them to reflect these in their delivery of RSHE and respond appropriately to questions and comments from pupils.

- The DfE guidance states that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”. It is about the development of the pupil’s knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience.
- In primary schools the focus will be on “teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.” This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.
- In Secondary schools RSE will “give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It will enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It will also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).
- Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) which is mandatory from September 2020.

14. Racist Incidents

Our policy on racist incidents is set out separately and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.



15. Adverse Childhood Experiences (ACEs) & Mental Health⁴⁰

Adverse Childhood Experiences (ACEs) are stressful events occurring in childhood including:

- domestic violence.
- parental abandonment through separation or divorce.
- a parent with a mental health condition.
- being the victim of abuse (physical, sexual and/or emotional).
- being the victim of neglect (physical and emotional).
- a member of the household being in prison.
- growing up in a household in which there are adults experiencing alcohol and drug use problems.

The term was originally developed in the US for the Adverse Childhood Experiences survey which found that as the number of ACEs increased in the population studied, so did the risk of experiencing a range of health conditions in adulthood. There have been numerous other studies which have found similar findings including in Wales and England.

Preventing ACEs will be seen within the wider context of tackling societal inequalities. While ACEs are found across the population, there is more risk of experiencing ACEs in areas of higher deprivation.

ACEs have been found to have lifelong impacts on health and behaviour and they are relevant to all sectors and involve all of us in society. We all have a part to play in preventing adversity and raising awareness of ACEs. Resilient communities have an important role in action on ACEs.

An ACE survey with adults in Wales found that compared to people with no ACEs, those with 4 or more ACEs are more likely to:

- have been in prison
- develop heart disease
- frequently visit the GP
- develop type 2 diabetes
- have committed violence in the last 12 months
- have health-harming behaviours (high-risk drinking, smoking, drug use).

When children are exposed to adverse and stressful experiences, it can have a long-lasting impact on their ability to think, interact with others and on their learning.

ACEs will not be seen as someone's destiny. There is much that can be done to offer hope and build resilience in children, young people and adults who have experienced adversity in early life.

Mental Health: All staff will 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.

Only appropriately trained professionals will attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they might be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is important that staff are aware of how their children's experiences, and their high prevalence of special educational needs and mental health needs, can impact on their behaviour and education.

Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the [mental health and behaviour in](#)

⁴⁰ [STEER Education: Safeguarding Young People's Mental Health and Emotional Wellbeing](#)



[schools guidance](#), colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See [Rise Above](#) for links to all materials and lesson plans.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken, following their child protection policy, and speaking to the DSL or a deputy.

16. Disguised Compliance

There can be a tendency in safeguarding and child protection work to use jargon and shorthand to explain quite complex ideas. One of the challenges of multi-agency working is to ensure that there is a common language. In this article, specialist safeguarding consultant, Andrew Hall, explores five phrases that often crop up in child protection reports and meetings.

“‘Disguised compliance’ involves a parent or carer giving the appearance of co-operating with child welfare agencies to avoid raising suspicions, to allay professional concerns and ultimately to diffuse professional intervention.” NSPCC Fact Sheet ‘Disguised Compliance’ (March 2010)⁴¹

- Examples of Disguised Compliance include:
 - no effective change despite significant input by professionals
 - parents who agree to changes, but put little effort into implementing them
 - parents who only partially carry out any agreed plans
 - the child’s view is different to the parents’
 - cleaning the home before a planned visit by social workers
 - attending appointments more regularly than in the past
 - school attendance improving markedly
- Risks of Disguised Compliance
 - cases can lack focus and drift over time
 - risks are not reduced, and may even worsen
 - significant issues may be missed
 - cases may be closed prematurely
 - the child is not safe

⁴¹ <http://lrsb.org.uk/uploads/nspcc-fact-sheet-disguised-compliance.pdf>



Part 4: Safer Recruitment

1. Recruitment, Supervision and Training for Staff

- When recruiting new members of staff, the CMAT/school follows the guidance given in the Safeguarding Children: Safer Recruitment in Education, and the LA Safeguarding Board/Partnership guidelines. The school ensures that DBS checks are undertaken in line with the OLoL CMAT HR policy and that references are taken up and obtained and that qualifications are verified.
- Newly appointed staff will have initial training in Safeguarding as part of their induction programme as well as Hays on-line training. They will be aware of the LA Safeguarding Board/Partnership. procedures as part of that induction programme, and be sign posted to a copy of the schools Safeguarding Policy.
- The initial Child Protection training given to each member of the service will be updated by the DSL.
- The Trust DSL networks will be the initial form of 'supervision' for Lead DSLs during academic year 2019-20; after this period the process by which DSLs receive 'supervision', will be reviewed.
- **Recruitment and selection process (See KCSIE Part 3, Para 205 – 228 and CMAT HR Safer Recruitment and Selection Policy and Procedure)**
 - Recruitment and selection process
 - Advert
 - Application forms
 - Shortlisting
 - Employment history and references
 - Selection

2. Pre-appointment vetting checks, regulated activity and recording information

- This section provides the legal requirements that governing bodies and proprietors need to understand (and which **must**⁴² be carried out) when appointing individuals to engage in regulated activity relating to children. It covers the importance of ensuring the correct pre-appointment checks are carried out. These checks will help identify whether a person may be unsuitable to work with children (and in some cases is legally prohibited from working with children and/or working as a teacher). They will be seen as the part of a wider safeguarding regime which will carry on following appointment. This section also explains what information schools and colleges must record on the single central record.
- The Education and Training (Welfare of Children) Act 2021 extended safeguarding provisions to providers of post 16 Education; **16-19 Academies, Special Post-16 institutions and Independent Training Providers**. Some safer recruitment regulations do not apply to these providers and as such some of the "musts" for colleges do not apply to them. These checks are an essential part of safeguarding, carried out to help employers check the suitability of candidates. Therefore, the providers set out above **will** carry out these pre appointment checks. This has been made clear via footnotes.
- All offers of appointment will be conditional until satisfactory completion of the mandatory pre-employment checks. All Schools and colleges must:
 - verify a candidate's identity, it is important to be sure that the person is who they claim to be, this includes being aware of the potential for individuals changing their name. Best practice is checking the name on their birth certificate, where this is available. Further identification checking guidelines can be found [How to prove and verify someone's identity - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/how-to-prove-and-verify-someone-s-identity).

⁴² 16-19 Academies, Special Post-16 institutions and Independent Training Providers must carry out an enhanced DBS check (including with children's barred list information, for those who will be engaging in regulated activity with children), as required by their funding agreement. They will carry out other checks, apart from the separate children's barred list check which is not available to these providers. Providers will not allow an individual to start work in regulated activity until they obtain an enhanced DBS plus barred list check.



- obtain (via the applicant) an enhanced DBS check (including children's barred list information, for those who will be engaging in regulated activity with children).⁴³ Note that when using the DBS update service you still need to obtain the original physical certificate (see para 231 KCSIE 2022)
- obtain a separate children's barred list check if an individual will start work in regulated activity with children before the DBS certificate is available; See paragraph 241 and para 248-251 (KCSIE 2022) on how to obtain a separate barred list check. **This does not apply to 16-19 Academies, Special Post-16 institutions and Independent Training Providers.**
- verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role.
- verify the person's right to work in the UK, including EU nationals. If there is uncertainty about whether an individual needs permission to work in the UK, then schools and colleges will follow advice on the [Checking a job applicant's right to work - GOV.UK \(www.gov.uk\)](https://www.gov.uk/checking-a-job-applicant-s-right-to-work) website;
- if the person has lived or worked outside the UK, make any further checks the school or college consider appropriate (see 279-284 KCSIE 2022); and
- verify professional qualifications, as appropriate. The Teaching Regulation Agency's (TRA) Employer Access Service will be used to verify any award of qualified teacher status (QTS), and the completion of teacher induction or probation.
- academies, must check that a person taking up a management position, trustee or Governor as described at paragraph 255 (KCSIE 2022) is not subject to a section 128 direction made by the Secretary of State;
- all schools must ensure that an applicant to be employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State (see paragraph 231 and 252, KCSIE 2022) for prohibition checks or any sanction or restriction imposed (that remains current) by the GTCE (see paragraph 254 and Para 260 for log in details, KCSIE 2022), before its abolition in March 2012;
- all schools providing childcare must ensure that appropriate checks are carried out to ensure that individuals employed to work in reception classes, or in wraparound care for children up to the age of 8, are not disqualified from working in these settings under the 2018 Childcare Disqualification Regulations. Further details about the application of these arrangements are provided at paragraphs 262-266 (KCSIE 2022).

A section 128 direction prohibits or restricts an unsuitable individual from participating in the management of an independent school, including academies and free schools. An individual who is subject to a section 128 direction is unable to:

- take up a management position in an independent school, academy, or in a free school as an employee;
- be a trustee of an academy or free school trust; a governor or member of a proprietor body of an independent school; or
- be a governor on any governing body in an independent school, academy or free school that retains or has been delegated any management responsibilities.

⁴³ obtain (via the applicant) an enhanced DBS check (including children's barred list information, for those who will be engaging in regulated activity with children). Note that when using the DBS update service, you still need to obtain the original physical certificate (see para 231 KCSIE 2022)



**Separate barred list checks must only be carried out in the following circumstances:
Read KCSIE 2022 para 247 and 248 page 63 and 64 for TRA (Teacher Employer Access service).**

- for newly appointed staff who are engaging in regulated activity, pending the receipt of an Enhanced Certificate with Barred List information from the Disclosure and Barring Service (DBS) (and where all other relevant checks as per paragraph 231 (KCSIE 2022) have been carried out); or,
- where an individual has worked in a post in a school or college that brought them into regular contact with children or young persons which ended not more than three months prior to that person's appointment to the organisation (and where all other relevant checks as per paragraph 231 (KCSIE 2022) have been carried out).

3. How to check TRA, Teacher Employer Access service for prohibitions, directions, sanctions and restrictions

- Schools can use the TRA's Employer Access service to make prohibition, direction, restriction, and children's barred list checks. The service is free to use and is available via the TRA's [web page](#). Users will require a DfE Sign-in account to log onto the service.
- Further information about obtaining a DfE Sign-in account and using the Employer Access service to carry out a range of 'teacher status checks'⁷⁸ including verification of qualified teacher status (QTS) and the completion of teacher induction or teacher probation can be found on [GOV.UK](#).

4. European Economic Area (EEA) regulating authority teacher sanctions or restrictions

- Individuals who have lived or worked outside the UK must⁴⁴ undergo the same checks as all other staff in schools or colleges (set out in paragraphs 231 KCSIE 2022). This includes obtaining (via the applicant) an enhanced DBS certificate (including children's barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK. In addition, schools and colleges must⁴⁵ make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered. Following the UK's exit from the EU, schools and colleges should apply the same approach for any individuals who have lived or worked outside the UK regardless of whether or not it was in an EEA country or the rest of the world.

These checks **will** include, where available:

- criminal records checks for overseas applicants - Home Office guidance can be found on [GOV.UK](#); and for teaching positions
- obtaining a letter (via the applicant) from the professional regulating authority (this is often the Department/Ministry of Education but varies across the world) in the country (or countries) in which the applicant has worked confirming that they have not imposed any sanctions or restrictions, and or that they are aware of any reason why they may be unsuitable to teach. Applicants can find contact details of regulatory bodies in the EU/EEA and Switzerland on the [Regulated Professions database](#). Whilst the safeguarding and qualified teacher status (QTS) processes are different it is likely that this information will be obtained from the same place therefore applicants can also contact the [UK Centre for Professional Qualifications](#) who will signpost them to the appropriate EEA regulatory body.

⁴⁴ 16-19 Academies, Special Post-16 institutions and Independent Training Providers should ensure individuals undergo the same checks.

⁴⁵ 16-19 Academies, Special Post-16 institutions and Independent Training Providers should make any further checks



Part 5: Safeguarding concerns and allegations made about staff, including supply teachers, volunteers and contractors (KCSIE 2022: Part Four)

OLoL CMAT Schools must follow the CMAT procedures for dealing with concerns and/or allegations against those working in or on behalf of schools and colleges in a paid or unpaid capacity, this includes, members of staff, supply teachers, volunteers and contractors.

This part of the guidance has two sections covering the two levels of allegation/concern:

- **Section 1:** Allegations that **may** meet the harms threshold.
- **Section 2:** Allegation/concerns that **do not** meet the harms threshold – referred to for the purposes of this guidance as ‘low level concerns’.

These procedures are consistent with local safeguarding procedures and practice guidance.

Section 1: Allegations that may meet the harms threshold.

KCSIE paragraph 388; is about managing cases of allegations that might indicate a person would pose a risk of harm⁴⁶ if they continue to work in their present position, or in any capacity with children in a school or college. This guidance will be followed where it is alleged that anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors 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.**

The last bullet point above includes behaviour that may have happened outside of school or college, that might make an individual unsuitable to work with children, this is known as transferable risk.

Where appropriate an assessment of transferable risk to children with whom the person works should be undertaken. If in doubt seek advice from the local authority designated officer (LADO).

It is important that policies and procedures make clear to whom allegations will be reported and that this will be done without delay. An “**Investigating Manager**” will lead any investigation.

Employee Level	Investigating Manager
School support staff	A person appointed by the Headteacher
Teaching Staff	Headteacher
Headteacher	CEO or person nominated by the CEO
Staff in Central Team (other than Executive Team)	Line Manager
CMAT Executive Team (other than CEO)	CEO or person nominated by the CEO
CEO	Investigating officer appointed by the Chair of the CMAT Board

⁴⁶ [GOV.UK. Section 31\(9\) of the Children Act 1989 as amended by the Adoption and Children Act 2002](#)



- All school staff will take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- All Staff will be aware of the school's own Behaviour Management policy, Staff Code of Conduct, the IT Security Policy and Online Protocols.
- Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.
- We understand that a pupil may make an allegation against a member of staff or staff may have concerns about another staff member.
- If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Head teacher¹.
- The Head teacher on all such occasions will discuss the content of the allegation initially with the Chief Executive Officer, Mr James McGeachie, then if necessary with the Local Authority Designated Officer (LADO see footnote pg. 17)) at the earliest opportunity and before taking any further action.
- If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chief Executive Officer, Mr James McGeachie, who will consult the LADO as above, without notifying the Headteacher first.
- The school will follow the LA Safeguarding Board/Partnership procedures for managing allegations against staff, procedures set out in KCSIE 2022 and the school's Whistleblowing policy and procedures.
- Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and an HR Consultant in making this decision.
- In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice as above.
- Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.

Supply Teachers:

- In some circumstances schools and colleges will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply because agencies will have their own policies and procedures; for example, supply teachers or contracted staff provided by an employment agency or business.
- Whilst schools and colleges are not the employer of supply teachers, they will ensure allegations are dealt with properly. In no circumstances will a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. Governing bodies and proprietors will discuss with the supply agency or agencies where the supply teacher is working across a number of schools or colleges, whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school or college, whilst they carry out their investigation.

Section 2: Allegation/concerns that do not meet the harms threshold – referred to for the purposes of this guidance as 'low level concerns'. (KCSIE 2022, pg. 98, para 422)

- Governing bodies will have policies and processes to deal with concerns (including allegations) which do not meet the harm threshold set out above. Concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken. It is important that schools and colleges have appropriate policies and processes in place to manage and record any such concerns and take appropriate action to safeguard children. For further reference and information see KCSIE para 432-444. Also refer to the OLoL CMAT Managing Allegations Policy.
- OLoL CMAT ensures that our low-level concerns policy contains a procedure for sharing confidentially such concerns which is clear, easy to understand and implement. All low-level concerns are shared initially with the



DSL who will communicate these to the headteacher/principal in a timely fashion according to the nature of each particular low-level concern. These will be recorded via the school's CPOMS system). The headteacher/principal should be the ultimate decision maker in respect of all low-level concerns, although it is recognised that depending on the nature of some low-level concerns and/or the role of the DSL in some schools/colleges, the headteacher/principal may wish to consult with the DSL and take a more collaborative decision making approach.

- Low-level concerns which are shared about supply staff and contractors should be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.
- If schools and colleges are in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, they should consult with their LADO.
- The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out in KCSIE paragraph 423. 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 allegations threshold or is otherwise not considered 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.

1. Whistleblowing

- OLoL CMAT recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- All staff will be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements.
- If it becomes necessary to consult outside the school, they will speak to the Area Education Officer/LADO following the OLoL Trust Whistleblowing Policy⁴⁷ and the CEO, Mr James McGeachie.
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.
- **Whistleblowing regarding the Headteacher will be made to the CEO, Mr James McGeachie at OLoL CMAT whose contact details are readily available to staff.**

2. Protecting Yourself against Allegations of Abuse

You will seek to keep your personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be taken when working alone with children

- work in a room where there is a glass panel in the door or leave the door open
- make sure that other adults visit the room occasionally
- avoid working in isolation with children unless thought has been given to safeguards
- must not give out personal mobile phone numbers or private e-mail addresses
- must not give pupils lifts home in your cars
- must not arrange to meet them outside of school hours

⁴⁷ [OLoL-Whistleblowing-Policy-May-2021-final.pdf \(ololcatholicmat.co.uk\)](#)



- must not chat to pupils on the social websites
- Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil even when the pupil is over the age of consent.
- Any use of physical force or restraint against pupils will be carried out and documented in accordance with the relevant physical restraint policy. If it is necessary to use physical action to prevent a child from injury to themselves or others parents will be informed.
- Children will not be punished by any form of hitting, slapping, shaking or other degrading treatment.

Part 6: Child on child sexual violence and sexual harassment.

- This part of the statutory guidance is about how our schools will respond to all reports and concerns of child on child sexual violence and sexual harassment, including those that have happened outside of the school or college premises, and or online (what to look out for, and indicators of abuse are set out in Part one of this guidance).
- Sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of **'it could happen here'**. Schools and colleges should be aware of and respond appropriately to **all** reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school/college. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the initial response by the school or college. Important considerations will include:
 - the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's or college's duty and responsibilities to protect other children
 - the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed
 - the ages of the children involved
 - the developmental stages of the children involved
 - any power imbalance between the children. For example, is/are the alleged perpetrator(s) significantly older, more mature, confident and well known social standing? Does the victim have a disability or learning difficulty?
 - if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
 - that sexual violence and sexual harassment can take place within intimate personal relationships between children
 - importance of understanding intra familial harms and any necessary support for siblings following incidents
 - are there ongoing risks to the victim, other children, adult students or school or college staff, and
 - other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.
- Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.
- Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. As set out in Part one of this guidance, schools and colleges will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college, including intimate personal relationships (see also sections on child sexual exploitation and child criminal exploitation at paragraphs 33-39).
- Whilst any report of sexual violence or sexual harassment will be taken seriously, staff will be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.



- But it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report
- **You will read Part five (KCSIE 2022)** alongside the Departmental advice: [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges it contains](#) further detailed information on:
 - what sexual violence and sexual harassment constitutes,
 - important context to be aware of, including; what is consent, power imbalances, and developmental stages,
 - harmful sexual behaviour (HSB), including that a child displaying HSB may be an indication that they are a victim of abuse themselves,
 - related legal responsibilities for schools and colleges,
 - advice on a whole school or college approach to preventing child on child sexual violence and sexual harassment, and
 - more detailed advice on responding to reports of sexual violence and sexual harassment, including safeguarding and supporting both the victim(s) and alleged perpetrator(s).

Please ensure you refer to KCSIE 2022 for comprehensive guidance for each of the sections below:

- Responding to reports of sexual violence and sexual harassment
- The immediate response to a report
- Risk assessment
- Action following a report of sexual violence and/or sexual harassment
 - What to consider
- Children sharing a classroom: Initial considerations when the report is made.
- Options to manage the report
 - Manage internally
 - Early help
 - Referrals to children's social care
 - Reporting to the Police
- Considering bail conditions
- Managing any delays in the criminal process
- The end of the criminal process
- Unsubstantiated, unfounded, false or malicious reports
- Ongoing response: Safeguarding and supporting the victim
- Ongoing Considerations: Victim and alleged perpetrators(s) sharing classes
- Safeguarding and supporting the alleged perpetrator(s) and children and young people who have displayed harmful sexual behaviour



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- **Anti-Bullying/Cyberbullying**

- OLoL CMAT school's policies on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyberbullying, racist, homophobic and gender related bullying. We keep a record of known bullying incidents which is shared with and analysed by the governing body. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse.
- If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the headteacher and the DSL will consider implementing child protection procedures.
- The subject of bullying is addressed at regular intervals in PHSE education.
- Cyberbullying is covered in our Trust IT policy which links to C4S⁴⁸

- **Breast Ironing⁴⁹**

- Breast Ironing is practiced in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further. In the vast majority of cases breast ironing is carried out by mothers or grandmothers and the men in the family are unaware. Estimates range between 25% and 50% of girls in Cameroon are affected by breast ironing, affecting up to 3.8 million women across Africa.
- The practice of breast ironing is seen as a protection to girls by making them seem 'child-like' for longer and reduce the likelihood of pregnancy. Once girls' breasts have developed, they are at risk of sexual harassment, rape, forced marriage and kidnapping; consequently, breast ironing is more prevalent in cities. Cameroon has one of the highest rates of literacy in Africa and ensuring that girls remain in education is seen as an important outcome of breast ironing.
- Breast ironing is a form of physical abuse that has been condemned by the United Nations and identified as Gender-based Violence. Although, countries where breast ironing is prevalent have ratified the African Charter on Human Rights to prevent harmful traditional practices, it is not against the law.
- Breast ironing does not stop the breasts from growing, but development can be slowed down. Damage caused by the 'ironing' can leave women with malformed breasts, difficulty breastfeeding or producing milk, severe chest pains, infections and abscesses. In some cases, it may be related to the onset of breast cancer.

- **Care Leavers**

Local authorities have on-going responsibilities to the children who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal adviser who develops a pathway plan with the young person. This plan describes how the local authority will support the care leaver to participate in education or training. Designated safeguarding leads will therefore have details of the local authority Personal Advisor appointed to guide and support the care leaver and will liaise with them as necessary regarding any issues of concern affecting the care leaver.

- **Child Abduction and community Safety incidents**

- Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.
- Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.
- As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.
- It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

⁴⁸ <https://www.cyber4schools.net/>

⁴⁹ <http://safeguarding.pro/wp-content/uploads/2016/12/Breast-Ironing.pdf>



- **Children and the court system**

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

- **Children missing from education**

- Children missing from education, 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. It is important the school or college's response to children missing from education supports identifying such abuse and also helps prevent the risk of them going missing in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as on a child in need or child protection plan, or as a looked after child), where going missing from education may increase known safeguarding risks within the family or in the community. Further information and support, includes:
 - schools' duties regarding children missing education, including information schools **must** provide to the local authority when removing a child from the school roll at standard and non-standard transition points can be found in the Department's statutory guidance: [Children Missing Education](#).
 - further information for colleges providing education for a child of compulsory school age can be found in: [Full-time-Enrolment of 14 to 16 year olds in Further Education and Sixth Form Colleges](#).
 - general information and advice for schools and colleges can be found in the Government's [Missing Children and Adults Strategy](#).

- **Children requiring mental health support.**

- Schools have an important role to play in supporting the mental health and wellbeing of their pupils.
- 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. Governing bodies and proprietors will ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.
- Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the mental health and behaviour in schools guidance⁵⁰.
- The Department is providing funding to support costs of a significant training program for senior mental health leads and the national rollout of the [Link Program](#). Training for senior mental health leads, will be available to all state-funded schools by 2025, to help introduce or develop their whole school approach to mental health.
- The Department has published advice and guidance on [Preventing and Tackling Bullying, Mental Health and Behaviour in Schools](#) (which may also be useful for colleges). The [Mental Health and Behaviour in Schools guidance](#) sets out how schools and colleges can help prevent mental health problems by promoting resilience as part of an integrated, whole school/college approach to social and emotional wellbeing, which is tailored to the needs of their pupils.
- The senior mental health lead role is not mandatory and different senior leads will inevitably have different levels of knowledge and skills to promote wellbeing and mental health, and different responsibilities, as roles are locally defined to fit in with other relevant roles and responsibilities. However, we expect a senior mental health lead in a school will be a member of, or supported by the senior leadership team, and could be the pastoral lead, SENCO, or designated safeguarding lead. We are aware most schools already have a senior mental health lead in place.

⁵⁰ <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>



- At OLoL CMAT there is a focus on the mental health and well-being of pupils.
 - It is planned to have at Least one member of staff in each school is a Mental Health First Aider with a strategy in place to have a further staff trained in the future.
 - From September 2021, up to 7,800 schools have been able to access senior mental health leads training. Settings will have the opportunity to opt-in for a fixed value grant and will be supported to identify the most appropriate learning from a list of quality assured courses. Settings ready to develop or introduce their whole school approach to mental health and wellbeing, with capacity to undertake training before March 2022, will be encouraged to apply. Further information on how schools and colleges can do this - and how they can identify and book the most appropriate training for them - will be provided nearer the time.
 - In addition, Public Health England has produced a range of resources to support secondary schools to promote positive health, wellbeing and resilience among children including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. See [Rise Above](#) for links to all materials and lesson plans. The Department has also published, '[Every interaction matters](#)', a pre-recorded webinar which provides staff with a simple framework for promoting wellbeing, resilience, and mental health. This sits alongside our [Wellbeing for education recovery](#) program content, which covers issues such as bereavement, loss, anxiety, stress and trauma.
 - Further support is available on the NSPCC website regarding Mental health and suicidal thoughts⁵¹: *"Mental illness and suicidal thoughts can affect anyone, of any age, of any background, at any time. Like with physical illnesses, people don't choose to have a mental health problem. And they need the appropriate care to get better. Mental illness and suicidal thoughts are common issues for young people. It can be difficult to know if a child is suffering as they often keep it to themselves. But we're here to help you spot the signs and know how to support them."*
 - If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.
- **[Children who need a social worker \(Child in Need and Child Protection Plans\)](#)**
 - Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.
 - Local authorities will share the fact a child has a social worker, and the designated safeguarding lead will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes. This will be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.
 - Where children need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).
 - Findings from the Children in Need review, '[Improving the educational outcomes of Children in Need of help and protection](#)' contains further information; the conclusion of the review, '[Help, protection, education](#)' sets out action Government is taking to support this.
 - **[Children with family members in prison \(KCSIE 2022\)](#)**
 - Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

⁵¹ <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/mental-health-suicidal-thoughts-children/>



- **Children with special educational needs and disabilities or physical health issues**
- Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Governing bodies and proprietors will ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:
 - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
 - these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
 - the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
 - communication barriers and difficulties in managing or reporting these challenges.
- Governing bodies and proprietors, will, therefore ensure that their school reflects the above and to address these additional challenges, schools will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.
- Further information can be found in the Department's: [SEND Code of Practice 0 to 25 and Supporting Pupils at School with Medical Conditions](#).
- **Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)**
OLoL CMAT know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

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

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

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

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

- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late; and
- regularly miss school or education or do not take part in education.

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

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

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



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

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: [Child sexual exploitation: guide for practitioners](#)

[Supporting practice in tackling child sexual abuse - CSA Centre](#) Centre of Expertise on Child Sexual Abuse has free evidence-based practice resources to help professionals working with children and young people to identify and respond appropriately to concerns of child sexual abuse.

- **[County lines](#)**

- County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.
- Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes.
- Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.
- [County Lines Toolkit For Professionals](#) - The Children's Society in partnership with Victim Support and National Police Chiefs' Council
- A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines (Signs of CCE/CSE/County Lines (KCSIE 2022)), are children who:
 - go missing and are subsequently found in areas away from their home
 - have been the victim or perpetrator of serious violence (e.g. knife crime);
 - are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
 - are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
 - are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
 - owe a 'debt bond' to their exploiters;
 - have their bank accounts used to facilitate drug dealing?
- **Other indicators may include:**
 - regular school absence/truancy
 - underage sexual activity
 - inappropriate sexual or sexualised behaviour
 - sexually risky behaviour, 'swapping' sex
 - repeat sexually transmitted infections
 - in girls, repeat pregnancy, abortions, miscarriage
 - receiving unexplained gifts or gifts from unknown sources
 - having multiple mobile phones and worrying about losing contact via mobile
 - online safety concerns such as youth produced sexual imagery or being coerced into sharing explicit images.
 - having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)



- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

- **Contextual Safeguarding:**

- Working Together to Safeguard Children (2018) and Keeping Children Safe in Education (2022) refer to Contextual Safeguarding. This is a conceptual framework for understanding, assessing, and reducing the risk of harm from outside the family home.
- Contextual Safeguarding is based on research and extensive trials in multi-agency safeguarding hubs, led by Dr Carlene Firmin, Principal Research Fellow, University of Bedfordshire⁵². Information about the research and its practical application can be found at the Contextual Safeguarding network (www.contextualsafeguarding.org.uk). Membership of the network is free and allows access to a wealth of resources.
- 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, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Therefore, children's social care practitioners need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.
- Contextual Safeguarding has been developed at the University of Bedfordshire over a number of years to inform policy and practice approaches to safeguarding adolescents. Initially emerging from a three-year review of operational responses to peer-on-peer abuse. Contextual Safeguarding provides a framework to advance child protection and safeguarding responses to a range of extra-familial risks that compromise the safety and welfare of young people.
- All staff will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments.
- All staff, but especially the designated safeguarding lead (and deputies) will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

⁵² <https://contextualsafeguarding.org.uk/>



- All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.
- **For support with Contextual safeguarding check the “Beyond Referrals” School’s toolkit.⁵³**
- **Cybercrime**
 - Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either ‘cyber-enabled’ (crimes that can happen off-line but are enabled at scale and at speed on-line) or ‘cyber dependent’ (crimes that can be committed only by using a computer). Cyber-dependent crimes include;
 - o unauthorised access to computers (illegal ‘hacking’), for example accessing a school’s computer network to look for test paper answers or change grades awarded;
 - o denial of Service (Dos or DDoS) attacks or ‘booting’. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
 - o making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.
 - Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.
 - If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), will consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.
 - Note that Cyber Choices does not currently cover ‘cyber-enabled’ crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.
 - Additional advice can be found at: [Cyber Choices](#), [‘NPCC- When to call the Police’](#) and [National Cyber Security Centre - NCSC.GOV.UK](#)
- **Domestic Violence/Abuse**
 - The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act).
 - Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. (KCSIE 2022, para 14).
 - Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse.
 - Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio- economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government

⁵³ [Beyond Referrals - Schools \(csnetwork.org.uk\)](#)



will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

- All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.
- Young people can also experience domestic abuse within their own intimate relationships. This form of child on child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures will be followed and both young victims and young perpetrators will be offered support. The Act's provisions, including the new definition, will be commenced over the coming months.

Operation Encompass

- [Operation Encompass](#) operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when the 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 (or deputy)) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to local authority children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website.
- Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

[Home : Operation Encompass](#) (includes information for schools on the impact of domestic abuse on children)

• How does it affect children?

Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self-harm and anxiety.

- What are the signs to look out for?

Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

- What will I do if I suspect a family is affected by domestic abuse?

To talk through your concerns, discuss with the DSL who can then call Children and Families direct on 0115 8765600

National Domestic Abuse Helpline:

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are



worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

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

- [NSPCC- UK domestic-abuse Signs Symptoms Effects](#)
- [Refuge what is domestic violence/effects of domestic violence on children](#)
- [Safelives: young people and domestic abuse.](#)
- [Domestic abuse: specialist sources of support - GOV.UK \(www.gov.uk\)](#) (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)
- [Home : Operation Encompass](#) (includes information for schools on the impact of domestic abuse on children)
- **[Drug and Substance Misuse:](#)**
 - Most parents and carers who drink alcohol or use drugs do so in moderation and don't present an increased risk of harm to their children.
 - However, parents and carers who misuse substances often have chaotic, unpredictable lifestyles and may struggle to provide their children with safe care and clear boundaries.
 - **Alcohol misuse is harmful drinking and alcohol dependence:**
 - Harmful drinking is a pattern of alcohol use which causes alcohol-related health problems, including psychological problems such as [depression](#), physical illnesses or alcohol-related accidents.
 - Alcohol dependence is characterised by craving alcohol and continued drinking in spite of harmful consequences. It's associated with increased criminal activity, [domestic abuse](#) and an increased rate of significant mental and physical health problems ([NICE, 2011](#)).
 - **Drug misuse**
 - Drug misuse is a dependence on, or regular excessive consumption of, psychoactive substances leading to social, psychological, physical or legal problems.
 - Drug misuse is more prevalent in socially deprived areas. In England and Wales, the most commonly used psychoactive substance is cannabis, followed by cocaine and ecstasy. Opioids such as heroin are used less commonly but present the most significant health problems ([NICE, 2012](#)).
- **[Elective Home Education \(EHE\):](#)**
 - Many home educated children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.
 - From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended so that schools must inform their LA of all deletions from their admission register when a child is taken off roll.
 - Where a parent/carers has expressed their intention to remove a child from school with a view to educating at home, we recommend that LAs, schools, and other key professionals work together to coordinate a meeting with parents/carers where possible.
 - Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.
 - DfE guidance for local authorities on [Elective home education](#) sets out the role and responsibilities of LAs and their powers to engage with parents in relation to EHE. Although this is primarily aimed at LAs, schools will also be familiar with this guidance.



- **Fabricated or induced illness:**

Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child.

- FII is also known as "Munchausen's syndrome by proxy" (not to be confused with Munchausen's syndrome, where a person pretends to be ill or causes illness or injury to themselves).
- ***Signs of fabricated or induced illness***
 - FII covers a wide range of symptoms and behaviours involving parents seeking healthcare for a child. This ranges from extreme neglect (failing to seek medical care) to induced illness.
 - Behaviours in FII include a mother or other carer who:
 - persuades healthcare professionals that their child is ill when they're perfectly healthy
 - exaggerates or lies about their child's symptoms
 - manipulates test results to suggest the presence of illness – for example, by putting glucose in urine samples to suggest the child has diabetes
 - deliberately induces symptoms of illness – for example, by poisoning her child with unnecessary medication or other substances.
- For further information⁵⁴

- **Female Genital Mutilation (FGM); So-called 'honour'-based abuse.**

- Female Genital Mutilation (FGM)⁵⁵ is illegal in England and Wales under the FGM Act (2003)⁵⁶. It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the policeⁱ.
- The duty applies to all persons in St Augustine's who is employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report. It will not be transferred to the Designated Safeguarding Lead; however, the DSL will be informed.
- If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her, or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher will personally make a report to the police force in which the girl resides by calling 101. The report will be made by the close of the next working day.
- Concerns about FGM outside of the mandatory reporting duty will be reported as per St Augustine's child protection procedures. Staff will be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period. There will also be consideration of potential risk to other girls in the family and practicing community.
- Where there is a risk to life or likelihood of serious immediate harm the teacher will report the case immediately to the police, including dialling 999 if appropriate.
- There are no circumstances in which a teacher or other member of staff will examine a girl.

What is FGM?

- It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.
- **4 types of procedure:**
 - Type 1 Clitoridectomy – partial/total removal of clitoris
 - Type 2 Excision – partial/total removal of clitoris and labia minora
 - Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia
 - Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour

⁵⁴ <https://www.nhs.uk/conditions/fabricated-or-induced-illness/>

⁵⁵ <https://www.gov.uk/government/collections/female-genital-mutilation>

⁵⁶ <http://www.legislation.gov.uk/ukpga/2003/31/contents>



- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfills a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage
- Signs that may indicate a child has undergone FGM:
- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action without delay and make a referral to children's services.

- All staff are aware of the 'One Chance' Rule' in relation to forced marriage, FGM and HBV. Staff recognise they may only have one chance' to speak to a pupil who is a potential victim and have just one chance to save a life.
- St Augustine's are aware that if the victim is not offered support following disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBV cases.
- **Forced Marriage; So-called 'honour'-based abuse.**
 - Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.
 - Forced marriage is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014⁵⁷.

⁵⁷ <http://www.legislation.gov.uk/ukpga/2014/12/contents/enacted>



- A forced marriage is not the same as an arranged marriage which is common in several cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.
- School staff will never attempt to intervene directly as a school or through a third party.
- The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (pages 75-80 of which focus on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at [The right to choose: government guidance on forced marriage - GOV.UK \(www.gov.uk\)](#) School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fcdo.gov.uk.

Honour-based Violence

- Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.
 - Honour based violence might be committed against people who;
 - become involved with a boyfriend or girlfriend from a different culture or religion;
 - want to get out of an arranged marriage;
 - want to get out of a forced marriage;
 - wear clothes or take part in activities that might not be considered traditional within a particular culture.
 - It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others.
- **Gender based abuse/abuse against women and girls (VAWG) including so-called: Honour-Based Abuse**
 - Honour based abuse is a crime or incident which may have been committed to protect or defend the honour of the family or community.
 - It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based abuse might be committed against people who:
 - become involved with a boyfriend or girlfriend from a different culture or religion
 - want to get out of an arranged marriage
 - want to get out of a forced marriage
 - wear clothes or take part in activities that might not be considered traditional within a particular culture
 - ***What types of honour based crime are there?***
 - The term 'honour based crime' covers any criminal offence that is driven by a mistaken desire to protect the cultural or traditional beliefs of a family or community. It may or may not involve violence. It can include:
 - personal attacks of any kind, including physical and sexual violence
 - forced marriage
 - forced repatriation (sending someone back to a country from which they originate without their consent)
 - written or verbal threats or insults
 - threatening or abusive phone calls, emails and instant messages
 - Forced Marriage will soon be made a criminal offence
 - **Homelessness (KCSIE Sep 2022)**
 - Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) will be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority will be progressed as appropriate, and in accordance with local procedures, this does not, and will not, replace a referral into children's social care where a child has been harmed or is at risk of harm.



- The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets⁵⁸. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.
- In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it will also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) will ensure appropriate referrals are made based on the child's circumstances. The Department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: [here](#).
- **Looked After Children (LAC) and Previously Looked After Children**
 - The most common reason for children becoming looked after is as a result of abuse and neglect. At St Augustine's ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.
 - The designated teacher for looked after children⁵⁹ and the DSL have details of the child's social worker and the name and contact details of the Children and Families Direct Multi-Agency Safeguarding Hub on 0115 8764800/ Emergency Duty Team on 0115 8761000 virtual school head for children in care.
 - St Augustine's governing body will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (and those who are 'previously'⁶⁰ looked-after) – whether they are looked-after under voluntary arrangements with the consent of parent, or on an interim or full care order – and child's contact arrangements with birth parents or those with Parental Responsibility.
 - The Virtual School Head is the lead responsible officer for ensuring that arrangements are in place to improve the educational experiences and outcomes of a local authority's looked-after children⁶¹, including those placed out-of-authority. The Virtual School Head will ensure the educational attainment and progress of children looked after by the local authority are monitored and evaluated as if those children attended a single school. The Virtual School Head is also responsible for managing pupil premium plus for looked-after children.
- **Modern Slavery and the National Referral Mechanism**
 - Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.
 - Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

- **Online Safety:**

Our pupils increasingly use electronic equipment on a daily basis to access the internet and share content and images via social media sites such as Facebook, twitter, Instagram, snapchat and oovoo.

⁵⁸ <https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets>

⁵⁹ <https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

⁶⁰ For the purposes of the role of the virtual school head and designated teacher, under the Children and Social Work Act 2017, previously looked-after children are those who: are no longer looked after by a local authority in England and Wales (as defined by the Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014) because they are the subject of an adoption, special guardianship or child arrangements order; or were adopted from 'state care' outside England and Wales.

⁶¹ <https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>



- It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.
- OLoL CMAT Schools will ensure online safety is a running and interrelated theme whilst devising and implementing policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.
- The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:
 - **content:** being exposed to illegal, inappropriate or harmful 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:** personal 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;
 - **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).
- OLoL CMAT Schools will ensure online safety is a running and interrelated theme whilst devising and implementing policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.
- Online safety and the school approach to it will be reflected in the child protection policy. Considering the 4Cs (above) will provide the basis of an effective online policy. The school will have a clear policy on the use of mobile and smart technology. Amongst other things this will reflect the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school or college, sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content. Schools and colleges will carefully consider how this is managed on their premises and reflect in their mobile and smart technology policy and their child protection policy.
- St Augustine’s has an Online Safety and Acceptable Use policy, both of which explain how to keep pupils safe in school and how we respond to online safety incidents.
- Pupils are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated. The school online safety co-ordinators are: Lizzie Balcombe and Zoe Thomas
- The government guidance ‘Teaching Online Safety in School’ (DfE, June 2019⁶²). It outlines to schools the importance of helping children and young people not only use the internet safely, but also give them opportunities to learn how to behave online. Throughout, the guidance emphasises the importance of teaching that is always age and developmentally appropriate. The guidance is non-statutory and applies to all local authority maintained schools, academies and free schools.
- Teaching online safety in school says that there are many areas in the curriculum where the topics could be taught, not least in the new compulsory Relationships (Sex Education) and Health Education in place from September 2020. In these curriculum areas, pupils will be taught what positive, healthy and respectful online relationships look like.

The guidance includes the following underpinning knowledge and behaviours:

- How to evaluate what they see online
- How to recognise techniques used for persuasion
- Online behaviour

⁶² <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>



- How to identify online risks
- How and when to seek support

Potential harms covered in the guidance include:

- Age restrictions
 - Content: How it can be used and shared
 - Disinformation, misinformation and hoaxes
 - Fake websites and scam emails
 - Fraud (online)
 - Password phishing
 - Personal data
 - Persuasive design which keeps ‘users online for longer than they might have planned or desired’
 - Privacy settings
 - Targeting of online content
 - Abuse (online)
 - Challenges [to do something and post about it]
 - Content which incites...hate, violence
 - Fake profiles
 - Grooming
 - Live streaming
 - Pornography
 - Unsafe communication
 - Impact on confidence (including body confidence)
 - Impact on quality of life, physical and mental health and relationships
 - Online vs. offline behaviours
 - Reputational damage
 - Suicide, self-harm and eating disorders
- In an important section, the Teaching online safety in school guidance, reminds schools that when teaching about these safeguarding topics (and others), staff will be mindful that there may be a child or young person in the lesson who is or has been affected by these harms. During or after a lesson, a pupil may be prompted to disclose about something that may have happened online.
 - The guidance says that it is good practice to consult the Designated Safeguarding Lead ‘when considering and planning any safeguarding related lessons or activities (including online) as they will be best placed to reflect and advise on any known safeguarding cases, and how to support any pupils who may be especially impacted by a lesson’.
 - ‘Teaching Online Safety in School’ will be read in conjunction with ‘Education for a Connected World’ Framework⁶³ (UKCIS, 2018) which offers ‘age specific advice about the online knowledge and skills that pupils will have the opportunity to develop at different stages of their lives.’
- **Remote Learning:**
See OLoL CMAT remote learning protocol/policy
 - Where children are being asked to learn online at home the Department has provided advice to support schools and colleges do so safely: [safeguarding in schools colleges and other providers](#) and [safeguarding and remote education](#). The NSPCC and PSHE Association also provide helpful advice:
 - NSPCC Learning - [Undertaking remote teaching safely during school closures](#)
 - PSHE - [PSHE Association coronavirus hub](#)
 - Schools and colleges are likely to be in regular contact with parents and carers. Those communications should be used to reinforce the importance of children being safe online and parents and carers are likely to find it helpful to understand what systems schools and colleges use to filter and monitor online use. It will be

⁶³ <https://www.gov.uk/government/publications/education-for-a-connected-world>



especially important for parents and carers to be 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 or college (if anyone) their child is going to be interacting with online.

- **Child on child abuse**

- All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. All staff should be clear as to the school's or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it. This **can** include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting and initiation/hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) **can** be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.
- In most instances, the conduct of pupils towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. (Insert school name) recognise that children are capable of abusing their peers. It will not be passed off as 'banter', 'just having a laugh' or 'part of growing up'. The forms of child on child abuse are outlined below.
- Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.
- Child Sexual Exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.
- Harmful Sexual Behaviour – Children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others. **For further information follow NSPCC 'Healthy Sexual Behaviour'**⁶⁴.
- Serious Youth Violence – Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19' i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. 'Youth violence' is defined in the same way, but also includes assault with injury offences.
- The term peer-on-peer abuse can refer to all of these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences.
- There are also different gender issues that can be prevalent when dealing with child on child abuse (i.e. girls being sexually touched/assaulted or boys being subjected to initiation/hazing type violence; **see Sexual Violence and Harassment**).

St Augustine's aims to reduce the likelihood of child on child abuse through;

- the established ethos of respect, friendship, courtesy and kindness;
- high expectations of behaviour;
- clear consequences for unacceptable behaviour;
- providing a developmentally appropriate PSHE curriculum which develops pupils' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe;
- systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed;
- robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils and those identified as being at risk.
- Research indicates that young people rarely disclose child on child abuse and that if they do, it is likely to be to their friends. St Augustine's Catholic Academy will also educate pupils in how to support their friends if they

⁶⁴ <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/healthy-sexual-behaviour-children-young-people/>



are concerned about them, that they will talk to a trusted adult in the school and what services they can contact for further advice.

- Any concerns, disclosures or allegations of child on child abuse in any form will be referred to the DSL using St Augustine's child protection procedures as set out in this policy. Where a concern regarding child on child abuse has been disclosed to the DSL(s), advice and guidance will be sought from Children Social Care and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted.
- Working with external agencies the school will respond to the unacceptable behaviour. If a pupil's behaviour negatively impacts on the safety and welfare of other pupils, then safeguards will be put in place to promote the well-being of the pupils affected and the victim and perpetrator will be provided with support.

- **Private Fostering Arrangements**

- A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or 18 if the child is disabled. Children looked after by the local authority or who are placed in residential schools, children's homes or hospitals are not considered to be privately fostered.
- Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.
- St Augustine's recognise that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.
- By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. However, where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the DSL will notify LA Safeguarding Board/Partnership.
- A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it will last for 28 days or more. (*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)

Most frequently, young people are in private foster care for the following reasons:

- children from other countries sent to live in the UK with extended family
- host families for language schools
- parental ill-health
- where parents who have moved away, but the child stays behind (e.g. to stay at the same school to finish exams)
- teenagers estranged from their families
- children brought from outside the UK with a view to adoption
- children at independent boarding schools who do not return home for holidays and are placed with host families
- trafficked children

Signs that a child may be privately fostered:

- The child is new to school
- The child has disappeared from school for no reason
- The child is overseas without their parents
- Documents such as admission forms, previous school records show this
- The child discloses that they are no longer living at home
- People other than parents attend school events

There is no duty for schools to be given information about a child who is privately fostered by the family, carer or the local authority. There is however a mandatory duty on schools to inform children's services where they become aware of such an arrangement.



- **Providing First Aid**

Employers' legal duties:

- The Health and Safety (First-Aid) Regulations 1981⁶⁵ require employers to provide adequate and appropriate equipment, facilities and personnel to ensure their employees receive immediate attention if they are injured or taken ill at work. These Regulations apply to all workplaces including those with less than five employees and to the self-employed.
- Assessment of first-aid needs: Employers are required to carry out an assessment of first-aid needs. This involves consideration of workplace hazards and risks, the size of the organisation and other relevant factors, to determine what first-aid equipment, facilities and personnel will be provided.

Early Years:

- At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present, and must accompany children on outings. The certificate must be for a full course consistent with the criteria set out in Annex A. Childminders, and any assistant who might be in sole charge of the children for any period of time, must hold a full current PFA certificate. PFA training³⁰ must be renewed every three years and be relevant for workers caring for young children and where relevant, babies. Providers will take into account the number of children, staff and layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly. All newly qualified entrants to the early years' workforce who have completed a level 2 and/or level 3 qualification on or after 30 June 2016, must also have either a full PFA or an emergency PFA certificate within three months of starting work³² in order to be included in the required staff: child ratios at level 2 or level 3 in an early years setting³³. Providers will display (or make available to parents) staff PFA certificates or a list of staff who have a current PFA certificate.⁶⁶

- **Radicalisation and Extremism**

The Prevent Duty for England and Wales⁶⁷ (2015) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

- **Extremism:** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation:** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism:** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.
- Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous.
- St Augustine's is clear that exploitation of vulnerable children and radicalisation will be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism⁶⁸.
- St Augustine's seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

⁶⁵ <http://www.hse.gov.uk/firstaid/legislation.htm>

⁶⁶

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

⁶⁷ <https://www.gov.uk/government/publications/prevent-duty-guidance>



- School staff receive training to help identify early signs of radicalisation and extremism. Indicators of vulnerability to radicalisation are in detailed in Appendix 6.
- Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014)⁶⁹.
- The school governors, the Head Teacher and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include, the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy.
- When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they will speak with the DSL. They will then follow normal safeguarding procedures. If the matter is urgent then the Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101.
- The Department for Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
- There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
 - Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;



- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis

The Department of Education guidance [The Prevent Duty](#) can be accessed via this link.

Channel

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

The Government guidance can be accessed via this link⁷⁰.

- **[Child on child sexual violence and sexual harassment:](#)**
 - Sexual Violence and Sexual Harassment' is government guidance, first published in December 2017, updated in May 2018, and later incorporated into Keeping Children Safe in Education.
 - Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.
 - Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. 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.
 - It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.
 - Staff will be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.
 - It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
 - Child-on-child abuse is most likely to include, but may not be limited to:
 - o bullying (including cyberbullying, prejudice-based and discriminatory bullying)
 - o abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
 - o 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)
 - o sexual violence,⁷¹ such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)

⁷⁰ <https://www.gov.uk/government/publications/channel-guidance>

⁷¹ For further information about sexual violence see Part 5 and Annex B, KCSIE 2022



- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos⁷² (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- 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).

The guidance covers:

- what sexual violence and sexual harassment is
- what schools' and colleges' legal responsibilities are
- creating a whole school or college approach to safeguarding and child protection; and
- how to respond to reports of sexual violence and sexual harassment

What is Sexual Violence?

- It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school/college. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003⁷³ as described below:
- **Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools will be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)
- **What is consent?**⁷⁴ Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.⁷⁵ Further information about consent can be found here: [Rape Crisis England & Wales -Sexual consent](#)
- **It is important to know that:** -
 - A **child** under the age of 13 can never consent to any sexual activity;
 - The age of consent is 16;
 - Sexual intercourse without consent is rape.

⁷² UKCIS guidance: [Sharing nudes and semi-nudes: how to respond to an incident \(overview\) - GOV.UK \(www.gov.uk\)](#)

⁷³ [Legislation.gov.uk](#).

⁷⁴ It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped or sexually assaulted in any way. More information: [here](#).

⁷⁵ [PSHE Teaching about consent](#) from the PSHE association provides advice and lesson plans to teach consent at Key stage 3 and 4.



- **What is Sexual harassment?**

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

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools will be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - consensual and non-consensual sharing of nudes and semi-nudes images and/or videos.⁷⁶ As set out in [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence;
 - sharing of unwanted explicit content;
 - upskirting (is a criminal offence⁷⁷);
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media;
 - sexual exploitation; coercion and threats.
- **Coercion** – the young perpetrator(s) who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.
- It is also important to differentiate between consensual sexual activity between children of a similar age and that which involves any power imbalance, coercion or exploitation. Due to their additional training, the designated safeguarding lead (or deputy) will be involved and leading the school or college response. If in any doubt, they will seek expert advice.
- It is important that schools and colleges consider sexual harassment in broad terms. Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Harmful Sexual Behaviour (HSB)

- Children’s sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is “harmful sexual behaviour”. The term has been widely adopted in child protection and is used in this advice. Harmful sexual behaviour can occur online and/or offline and can also occur simultaneously between the two. Harmful sexual behaviour will be considered in a child protection context.
- Useful guidance can be found in: -

⁷⁶ Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive.

⁷⁷ [The Voyeurism \(Offences\) Act 2019](#) which amends the Sexual Offences Act 2003 to make upskirting a specific offence of voyeurism. The Act came into force on 12 April 2019.



- NSPCC's and Research in Practice's Harmful Sexual Behaviour Framework⁷⁸:
- The Brook Sexual Behaviours Traffic Light Tool⁷⁹ can also be very helpful in identifying sexual behaviours by children.

Hazing/Initiation

- The practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group.
- At St Augustine's sexual violence and sexual harassment and sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing up. It will be recognised that these issues are likely to occur, and St Augustine's has procedures in place to deal with them.
- Groups at particular risk include girls, students who identify as LGBT+, or are perceived by peers to be LGBT+, and pupils with SEND.
- The guidance is clear that victims and alleged perpetrators can be kept apart in classrooms and other shared spaces, and that consideration will be given about travel to and from school. The emphasis will be on ensuring that the victim can continue their normal routines. Schools can consider the conduct of the alleged perpetrator as part of their behaviour policy on the 'balance of probabilities' and apply appropriate and proportional consequences.
- St Augustine's records incidents across the whole spectrum of sexual violence and sexual harassment, so that we can understand the scale of the problem in our school and make appropriate plans to reduce it.
- The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.
- **Developmental Sexual Activity** encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.
- **Inappropriate Sexual Behaviour** can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It will be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed. If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.
- Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base. In order to more fully determine the nature of the incident the following factors will be given consideration. The presence of exploitation in terms of:
- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies

In evaluating sexual behaviour of children and young people, the above information will be used only as a guide.

- **Youth produced sexual imagery (sexting)**

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

⁷⁸ <https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviour-framework>

⁷⁹ www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool



Youth produced sexual imagery refers to both images and videos where;

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
 - A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
 - A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.
-
- All incidents of this nature will be treated as a safeguarding concern and in line with the UKCCIS guidance⁸⁰ 'Sexting in schools and colleges: responding to incidents and safeguarding young people'⁸¹.
 - Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and will be responded to accordingly.
 - If a member of staff becomes aware of an incident involving youth produced sexual imagery they will follow the child protection procedures and refer to the DSL as soon as possible. The member of staff will confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff will not view, copy or print the youth produced sexual imagery.
 - The DSL will hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents will be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral will be made to Children's Social Care or the Police as appropriate.

Immediate referral at the initial review stage will be made to Children's Social Care/Police if;

- The incident involves an adult;
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;
- The imagery involves sexual acts;
- The imagery involves a child under the age of 13;
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above apply then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Headteacher, to respond to the incident without escalation to Children's Social Care or the police.

In applying judgement, the DSL will consider if;

- there is a significant age difference between the sender/receiver;
- there is any coercion or encouragement beyond the sender/receiver;
- the imagery was shared and received with the knowledge of the child in the imagery;
- the child is more vulnerable than usual i.e. at risk;
- there is a significant impact on the children involved;
- the image is of a severe or extreme nature;
- the child involved understands consent;
- the situation is isolated or if the image been more widely distributed;
- there other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances;

⁸⁰ <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

⁸¹ <https://www.gov.uk/government/publications/sexting-in-schools-and-colleges>



- the children have been involved in incidents relating to youth produced imagery before.

If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or children's social care. Otherwise, the situation will be managed within the school.

The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures.

- **Children who are lesbian, gay, bi, or trans (LGBT)**

- The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.
- Risks can be compounded where children who are LGBT 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.
- LGBT inclusion is part of the statutory [Relationships Education, Relationship and Sex Education and Health Education](#) curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

- **Teenage Relationship Abuse:**

- The British Crime Survey 2009/10 found that the 16-19 year age group were most likely to suffer abuse from a partner. This led to a recognition of the seriousness and prevalence of the issues. In March 2013, the definition of domestic violence was revised to include young people between 16 and 18:
- "Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:
 - o psychological
 - o physical
 - o sexual
 - o financial
 - o emotional
- Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.
- Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim."

This definition, which is not a legal definition, includes so called 'honour' based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.

See Domestic Violence for further information

Prevention in the Curriculum

- The school recognises the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.
- The PSHE programme in each key stage provides personal development opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils are taught to:
 - safely explore their own and others' attitudes
 - recognise and manage risks in different situations and how to behave responsibly
 - judge what kind of physical contact is acceptable and unacceptable
 - recognise when pressure from others (including people they know) threatens their:
 - personal safety and well-being and develop effective ways of resisting pressure;
 - including knowing when and where to get help



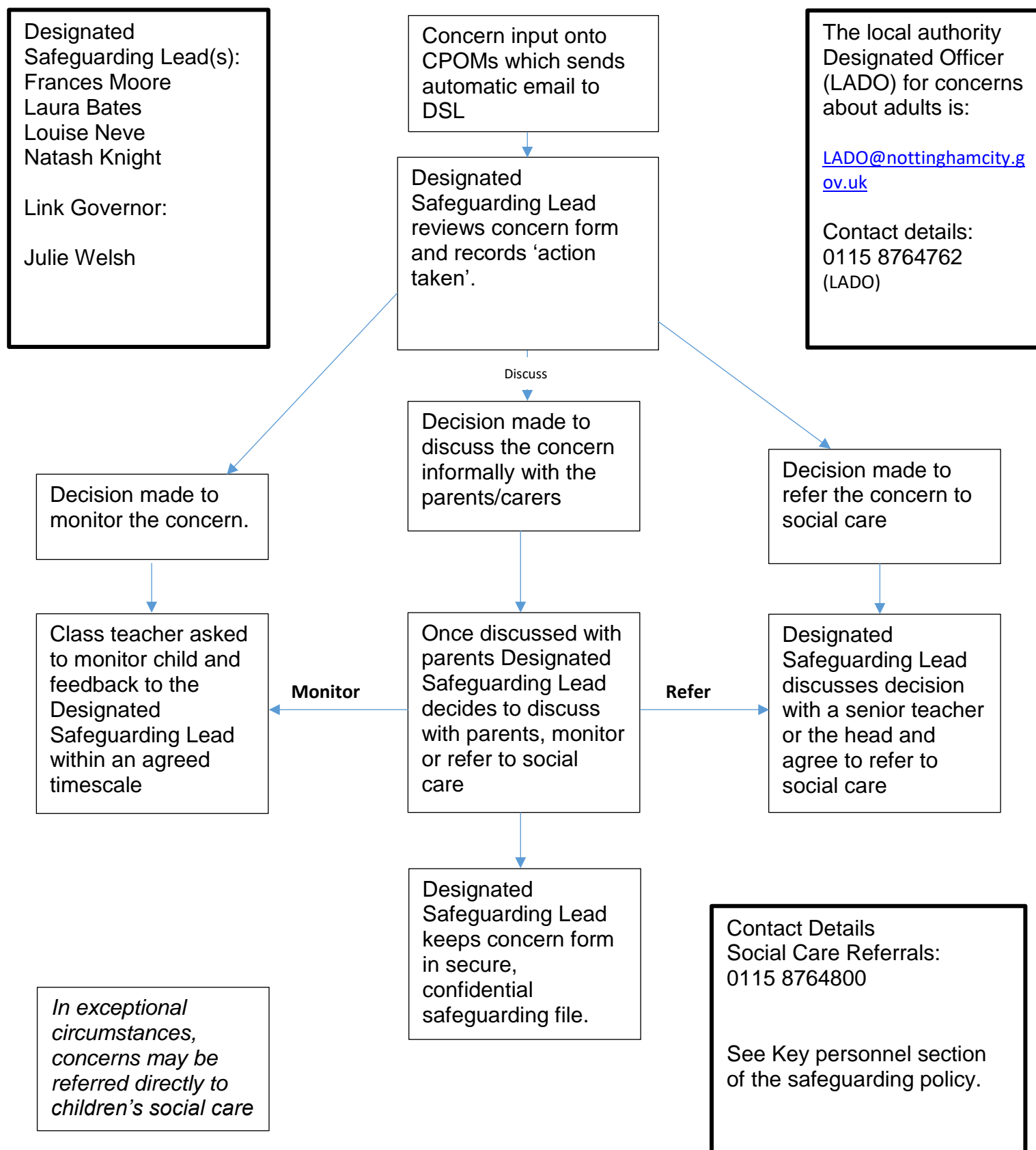
- use assertiveness techniques to resist unhelpful pressure.
- Internet Safety

Protection is Prevention

- pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns the schools Designated Safeguarding Lead will be informed immediately)
 - Pupils will not give out their personal details, phone numbers, schools, home address, computer passwords etc.
 - Pupils will adhere to the school policy on mobile phones and use of social media.
 - The police will be involved if there is any criminal element to misuse of the internet, phones or any other form of electronic media.
- **Upskirting:**
 - The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.
 - **Virtual school heads:**
 - Virtual school heads, manage pupil premium plus for looked after children; they receive this funding based on the latest published number of children looked after by the local authority. In maintained schools and academies, the designated teacher should work with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.⁵¹ The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children. In other schools and colleges, an appropriately trained teacher should take the lead.
 - As with designated teachers, following the commencement of sections 4 to 6 of the Children and Social Work Act 2017, virtual school heads have responsibilities towards children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England or Wales. Their primary role for this group will be the provision of information and advice to relevant parties.
 - Statutory guidance on [Promoting the education of looked-after and previously looked-after children](#) contains further information on the roles and responsibilities of virtual school heads.
 - In addition to their statutory duties, the role of virtual school heads was extended in June 2021, to include a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker.
 - In offering advice and information to workforces that have relationships with children with social workers, virtual school heads should identify and engage with key professionals, helping them to understand the role they have in improving outcomes for children. This should include Designated Safeguarding Leads, social workers, headteachers, governors, Special Educational Needs Co-ordinators, mental health leads, other local authority officers, including Designated Social Care Officers for SEND, where they exist.
 - Non-statutory guidance on [promoting the education of children with a social worker](#) contains further information on the roles and responsibilities of virtual school heads.

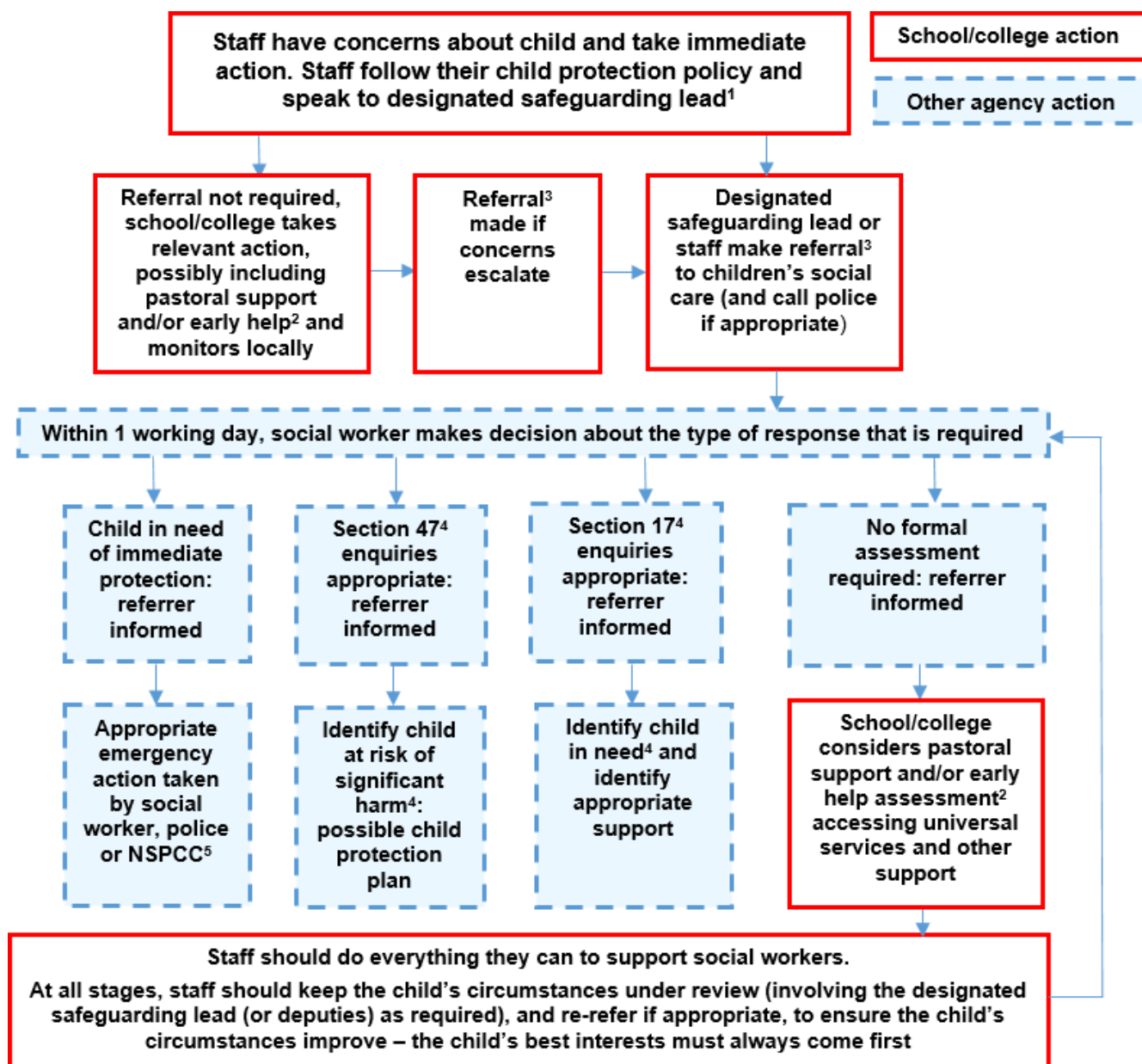


Appendix B: Flow chart for raising safeguarding concerns about a child.





Appendix C: Actions where there are concerns about a child





Appendix D: Further advice on child protection is available from:

(This is not an exhaustive list)

NSPCC: <http://www.nspcc.org.uk/>

Childline: <http://www.childline.org.uk/pages/home.aspx>

CEOPSThinkuknow: <https://www.thinkuknow.co.uk/>

[CEOP](#) for advice on making a report about online abuse

Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

Beat Bullying: <http://www.beatbullying.org/>

Childnet International –making the internet a great and safe place for children. Includes resources for professionals and parents <http://www.childnet.com/>

LGFL 'Undressed' provided schools advice about how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders.

Safer Internet Centre <http://www.saferinternet.org.uk/>

Additional Information for Online safety:

www.gov.uk/government/publications/teaching-online-safety-in-schools

DfE guidance on teaching online safety in schools (2019)

<https://learning.nspcc.org.uk/media/1187/mdx-nspcc-occ-pornography-report.pdf>

NSPCC research on impact of pornography on children's values attitudes and behaviours

<https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/protecting-children-from-radicalisation/>

Advice from the NSPCC on protecting children from radicalisation

<https://www.iwf.org.uk/news/iwf-research-on-child-sex-abuse-live-streaming-reveals-98-of-victims-are-13-or-under>

Internet Watch Foundation Research on 'Live Streaming'

www.pshe-association.org.uk

PSHE association publishes advice on developing the PSHE curriculum

www.gov.uk/government/organisations/uk-council-for-internet-safety

UK Council for Internet Safety here you will find a range of guidance/ advice including approaches to online safety in Early Years and Guidance on Sexting for schools and colleges

National Guidance on What to do If You're Worried About a Child

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf



Statutory Guidance on Keeping Children Safe in Education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working together to safeguard children:

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

21 February 2019 Updated 'Working Together to Safeguard Children 2018' to reflect how local authorities will notify the Child Safeguarding Panel.

NSPCC Keeping Children Safe Guidance

<https://www.nspcc.org.uk/preventing-abuse/safeguarding/>

Underwear Rule - guide for Parents

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule/>

Keeping Children Safe from Sexual Exploitation

<http://paceuk.info/about-cse/keep-them-safe/>

Online Safety

<https://www.ceop.police.uk/safety-centre/>

<https://www.thinkuknow.co.uk/parents/>

<https://www.internetmatters.org/advice/social-networking/?gclid=CKTp4ZaP-80CFVXNGwod0AEBmw>

<https://www.nspcc.org.uk/about-us/news-opinion/>

<http://www.familylives.org.uk/advice/your-family/online-safety/parent-s-guide-to-facebook/>

[London Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements.

[South West Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements.

- UK Council for Internet Safety have provided advice on, and an [Online Safety Audit Tool](#) to help mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring.
- Department for Digital, Culture, Media & Sport (DCMS) [Online safety guidance if you own or manage an online platform](#) provides practical steps on how companies can embed safety into the design of their online platforms. It offers information on common platform features and functions (such as private messaging) and their risks, as well as steps that can be taken to manage that risk.
- Department for Digital, Culture, Media & Sport (DCMS) [A business guide for protecting children on your online platform](#) provides guidance to businesses on how to protect children on their online platform. It outlines existing regulatory requirements and provides best practice advice on how to protect children's personal data, ensure content is appropriate for the age of users, ensure positive user-to-user interactions and address child sexual exploitation and abuse.

Remote education, virtual lessons and live streaming

- [Case studies](#) on remote education practice are available for schools to learn from each other
- [Departmental guidance on safeguarding and remote education](#) including planning remote education strategies and teaching remotely
- [London Grid for Learning](#) guidance, including platform specific advice
- [National cyber security centre](#) guidance on choosing, configuring and deploying video conferencing
- [National cyber security centre](#) guidance on how to set up and use video conferencing
- [UK Safer Internet Centre](#) guidance on safe remote learning

Drugs and Alcohol

<https://youngminds.org.uk/find-help/for-parents/parents-guide-to-support-a-z/parents-guide-to-support-drugs-and-alcohol/>



Radicalisation and Extremism

<https://educateagainsthate.com/parents/>

[Use of social media for online radicalisation](#) - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq

Child Mental Health Advice, Including self-harm

<http://www.rcpsych.ac.uk/healthadvice/parentsandyouthinfo/parentscarers/self-harm.aspx>

Children who may have been trafficked

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

Gang and Knife Crime DCSF – 00064-2010 <https://www.gov.uk/government/publications/2010-to-2015-government-policy-knife-gun-and-gang-crime/2010-to-2015-government-policy-knife-gun-and-gang-crime>

Homophobic, Transphobic Bullying

<https://www.gov.uk/government/news/tackling-homophobic-bullying-in-schools>

Guidance is also available on the Nottingham City Safeguarding Children Board Website for Children with 'Looked After' Status and Children Missing from Home and Care

Safer Recruitment consortium

[Safer recruitment consortium](#) "guidance for safe working practice", which may help ensure staff code of conduct policies are robust and effective.

Searching screening and confiscation

[Searching screening and confiscation](#) is departmental advice for schools on searching children and confiscating items such as mobile phones

KCSIE 2022 additional links, paragraph 132:

The following resources, plus many more listed in Annex B, may also help schools and colleges understand and teach about safeguarding:

- DfES advice for schools: [teaching online safety in schools](#)
- UK Council for Internet Safety (UKCIS)³⁷ guidance: [Education for a connected world](#)
- UKCIS guidance: [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- The UKCIS [external visitors guidance](#) will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors
- National Crime Agency's CEOP education programme: [Thinkuknow](#)
- Public Health England: [Every Mind Matters](#)
- [Harmful online challenges and online hoaxes](#) - this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support.