

Safeguarding Policy

This is a controlled document and, as such, will be kept read only. Any changes must be approved by the Author.

| Author | Version No | Date Approved | Review Date |
|---------------|-------------------|----------------------|--------------------|
| Carol Brooks | V1.0 | 13/09/2023 | 13/09/2024 |
| Adam Smyth | V2.0 | 04/03/2024 | 06/01/2025 |
| Adam Smyth | V2.1 | 30/08/2024 | 06/01/2025 |



All our safeguarding related policies are listed below and available to view on our website:

HWE Health & Safety Policy

HWE information Commissioner's Office Registration Certificate

HWE Privacy Policy

HWE Safeguarding Policy

HWE Service Level Agreement

HWE Teaching & Learning Policy

HWE Child on Child Harmful Sexual Behaviour Policy

Designated Safeguarding Lead (DSL): Michelle Bush.

Deputy Designated Safeguarding Lead (Deputy DSL): Nicky McGurk; Rosie Walker.

HWE Management Team: James Brooks, Michelle Bush, Rosie Walker, Alison Tinnion, Louise Venables.

Local Authority Designated Officer (LADO): Children's Safeguarding Team

03330 139 797

email: lado@essex.gov.uk

Quick Reference Contacts

| | Name | Contact phone number |
|---|----------------|-----------------------------|
| Designated Safeguarding Lead | Michelle Bush | 01245 380682 |
| Deputy Safeguarding Lead | Rosie Walker | 01245 380682 |
| Deputy Safeguarding Lead | Anna Jacobs | 01245 380682 |
| Director of Therapeutic Services | Nicky McGurk | 01245 380682 |
| Designated Teacher LAC | Alison Tinnion | 01245 380682 |

Children's Social Care

Essex Children's Social Care

<https://www.essex.gov.uk/children-young-people-and-families/report-concern-about-child/make-request-support>

Contact Details

0345 603 7627

Emergency Duty Service

0345 606 1212

Essex Children's Safeguarding Board

<https://www.escb.co.uk/>

CAMHS

0800 953 0222

Email

SET-CAMHS.referrals@nelft.nhs.uk

Police

101 / 999

NSPCC Whistle-blowing Helpline

0800 028 0285

Table of Contents

| | |
|--|----|
| 1. FOREWORD | 6 |
| 2. INTRODUCTION | 6 |
| 3. AIMS AND PURPOSE | 7 |
| 4. RATIONALE | 7 |
| 5. ROLES AND RESPONSIBILITIES | 8 |
| 6. THE ROLE OF THE MANAGEMENT COMMITTEE | 8 |
| 7. THE ROLE OF THE DESIGNATED SAFEGUARDING LEAD AND DEPUTY DSL (IN THE ABSENCE OF DSL) | 9 |
| 8. MANAGE REFERRALS | 9 |
| 9. UNDERTAKE TRAINING | 10 |
| 10. RAISE AWARENESS | 11 |
| 11. CHILD PROTECTION FILE | 11 |
| 12. AVAILABILITY | 11 |
| 13. EARLY HELP | 12 |
| 14. RECOGNITION OF CHILDREN AT RISK OF ABUSE AND NEGLECT | 12 |
| 15. SAFEGUARDING ISSUES | 13 |
| 15.1 Mental health | 13 |
| 15.2 Online safety | 14 |
| 15.3 Indicators of abuse | 14 |
| 16. ADDITIONAL SAFEGUARDING ISSUES | 15 |
| 16.1 Children Potentially at Greater Risk of Harm | 15 |
| 16.2 Harmful Sexual Behaviour | 15 |
| 16.3 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) | 15 |
| 16.4 Domestic Abuse | 15 |
| 16.5 Honour-Based Abuse, Female Genital Mutilation (FGM), and Forced Marriage | 15 |
| 16.6 Prevention of Radicalisation | 15 |
| 16.7 Interagency Working and Information Sharing | 15 |
| 16.8 Behaviour Management and Use of Reasonable Force | 16 |
| 17. STAFF RESPONSIBILITIES IN HANDLING DISCLOSURES | 16 |
| 18. CONFIDENTIALITY | 17 |
| 19. THE PUPILS' WISHES AND FEELINGS | 17 |
| 20. RECORDING INFORMATION | 17 |
| 21. SUPPORTING STAFF | 18 |
| 22. PARTNERSHIP WITH PARENTS | 18 |
| 23. MULTI-AGENCY PARTNERSHIP | 18 |

| | |
|---|----|
| 24. SUPPORTING PUPILS | 18 |
| 25. HATFIELD WICK EDUCATION WILL SUPPORT ALL PUPILS BY: | 18 |
| 26. PHYSICAL INTERVENTION | 19 |
| 27. SAFEGUARDING WITHIN GFAPS | 19 |
| 28. MY CONCERN | 20 |
| 29. DUTY OF CARE | 20 |
| 30. EXERCISE OF PROFESSIONAL JUDGEMENT | 20 |
| 31. CONFIDENTIALITY | 20 |
| 32. PROPRIETY AND BEHAVIOUR | 21 |
| 33. INFATUATIONS | 21 |
| 34. SOCIAL CONTACT | 21 |
| 35. COMMUNICATION WITH PUPILS USING TECHNOLOGY | 21 |
| 36. PHYSICAL CONTACT | 22 |
| 37. PUPILS IN DISTRESS | 22 |
| 38. PHYSICAL EDUCATION AND OTHER ACTIVITIES WHICH REQUIRE PHYSICAL CONTACT | 22 |
| 39. BEHAVIOUR MANAGEMENT | 23 |
| 40. ONE-TO-ONE MEETINGS | 23 |
| 41. HOME VISITS | 23 |
| 42. PHOTOGRAPHY, VIDEOS AND OTHER CREATIVE ARTS | 24 |
| 43. SHARING CONCERNS AND RECORDING INCIDENTS | 24 |
| 44. ALLEGED ABUSE BY MEMBERS OF STAFF | 24 |
| 45. LOW-LEVEL CONCERN | 25 |
| 46. WHISTLEBLOWING | 25 |
| 47. RESOURCES | 26 |
| 48. HEALTH & SAFETY | 26 |
| 49. INDUCTION AND PROFESSIONAL DEVELOPMENT | 26 |
| 50. MONITORING, EVALUATION AND REVIEW | 26 |
| 1. Recognition of children at risk of abuse and neglect | 27 |
| 2. It is the responsibility of professionals to report concerns, NOT to decide whether it is or is not child abuse. | 27 |
| 3. Indicators of physical abuse | 27 |
| 4. Non-accidental injury indicators: | 27 |
| 5. Other Indicators of Abuse | 28 |
| 6. Possible Behavioural Indicators of Abuse | 28 |
| 7. Operation Encompass | 29 |
| Appendix B Types of child abuse and their symptoms | 30 |
| Appendix CKCSIE Annexe B Further safeguarding information | 35 |



SAFEGUARDING POLICY

1. FOREWORD

Hatfield Wick Education is committed to safeguarding and promoting the welfare of children and young people and as such expects all staff, volunteers, and visitors to share this commitment. The protection of our pupils from abuse is the responsibility of all staff within our schools, superseding any other considerations. Our expectation is that no one is complacent about the safeguarding of our pupils and that all recognise that no establishment is immune from risk 'it could happen here'.

It is also the responsibility of the Management Team to keep all staff safe.

Hatfield Wick Education is committed to providing all staff, pupils, visitors, and members of the wider community using the sites with equality of opportunity, regardless of their race, gender, disability or religion. All policies are screened for their impact on equality and issues are addressed if they arise. Hatfield Wick Education will provide special consideration on an individual basis if a pupil is considered to have a specific special need. Any parent or carer who feels that their child has such a need should contact the relevant senior member of staff in the first instance to explain their concerns.

2. INTRODUCTION

Safeguarding and promoting the welfare of children is defined by the DFE statutory guidance, Keeping Children Safe in Education (KCSIE- September 2022) as 'protecting children from maltreatment, preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.'

Hatfield Wick Education is committed to the vital contribution all Management Team, teaching and non-teaching staff make to safeguarding children. We aim to ensure that child protection concerns, and referrals are handled sensitively, professionally and in ways that support the specific needs of the individual child. Through providing a caring, safe and stimulating environment which promotes the social, physical and moral development of all our pupils, we aim to foster an atmosphere of trust, respect and security.

Hatfield Wick Education is committed to safer recruitment and follows recommended guidance. This includes:

- Safeguarding commitment on initial job adverts
- References checked before interview
- Electronic references are checked to ensure they are received from a legitimate source
- Safeguarding questions during interview
- DBS checks for all staff, management and volunteers before or on appointment or as soon as practicable afterwards

- The maintenance of a Single Central Register
- Safeguarding Training updated regularly for all staff, including DSLs attending forum events
- Child Protection Policy issued to all staff annually with guidance for safer working practice for adults who work with children and young people

3. AIMS AND PURPOSE

The aims of this Policy are Prevention, Protection and Support in line with Child Protection guidelines:

- To support the child’s development in ways that will foster security, confidence and independence.
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within Hatfield Wick Education which will be followed by all members of Hatfield Wick Education 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 adults within our school who have access to children have been checked as to their suitability to work with children.

4. RATIONALE

Our school aims to create and maintain a safe environment for children and to manage situations where there are child welfare concerns. All school staff, through their day-to-day contact with children and work with families, have an important role to play in noticing indicators of possible abuse or neglect. They can play a crucial part in ensuring the best interests of any child are recognised by referring concerns through the procedures outlined below.

Our school has clearly laid down and recognised procedures for dealing with abuse or suspected abuse which is in line with:

- Southend Essex and Thurrock (SET) Safeguarding and Child Protection Procedures - <https://www.escb.co.uk/media/2739/set-procedures-may2022.pdf>

- Working Together to Safeguard Children - available at www.workingtogetheronline.co.uk
- Keeping Children in Safe Education (September 2023) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf

Hatfield Wick Education accept that abuse, in whatever form, always constitutes serious harm to the child. All those involved with the provision of education at the school need to be alert to the possibility of abuse and have knowledge of and use without delay, the system in place for dealing with actual or suspected abuse.

Hatfield Wick Education keep children safe through its therapeutic tutoring and mentoring support systems. Hatfield Wick Education will endeavour to help children to understand what is and is not acceptable behaviour towards them. It will teach students about staying safe from harm and how to speak up/communicate if they have worries or concerns.

5. ROLES AND RESPONSIBILITIES

The policy is applicable during all on, and off-site activities undertaken by pupils whilst they are the responsibility of Hatfield Wick Education. All adults working in Hatfield Wick Education (including visiting staff, volunteers, and students on placement) are required to report instances of actual or suspected child abuse or neglect to the DSL or Deputy, in their absence, with responsibility for child protection. All incidents must be reported using our reporting portal – My Concern.

<https://www.thesafeguardingcompany.com/myconcern/>

6. THE ROLE OF THE MANAGEMENT COMMITTEE

In accordance with the Statutory Guidance ‘Keeping Children Safe in Education – September 2023’ the Management Team will ensure that:

- Hatfield Wick Education has a child protection/safeguarding policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly.
- Hatfield Wick Education operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, staff involved in the recruitment process have undertaken appropriate Safer Recruitment training;
- There are clear procedures for dealing with allegations of abuse against members of staff and volunteers;
- There is a senior member of the Management Team who is designated to take a lead responsibility for dealing with Child Protection (the Designated Safeguarding Lead) and that there is always cover for this role;

- The Designated Safeguarding Lead undertakes training (in addition to basic child protection training) and this is refreshed every two years;
- All staff and volunteers who work with students, undertake appropriate training which is regularly updated and that new staff and volunteers who work with children are made aware of the schools' arrangements for safeguarding/child protection and their responsibilities. The Keeping Children Safe in Education (Sept 2023) and staff code of conduct will be used as part of this induction;
- Any deficiencies or weakness brought to the attention of the Management Team will be rectified without delay;
- The Designated Safeguarding Lead (or in the absence of the Designated Lead, a Deputy Safeguarding Lead) deals with any allegations of abuse in liaison with the LADO;
- Effective policies and procedures are in place and updated annually including a behaviour policy/conduct policy for staff and volunteers and safer recruitment.
- There is an individual member of the Management Team who will champion issues to do with safeguarding children and child protection within the school, liaise with the DSL and provide information and reports to the Management Team.
- Hatfield Wick Education contributes to inter-agency working in line with statutory guidance 'Working together to Safeguard Children 2018, including providing a coordinated offer of early help for children who require this. Safeguarding arrangements take into account the procedures and practice of the LA and the Essex Children's Safeguarding Board.
- Child protection files are maintained as set out in Annex C of KCSIE 2023.

7. THE ROLE OF THE DESIGNATED SAFEGUARDING LEAD AND DEPUTY DSL (IN THE ABSENCE OF DSL)

The Designated Safeguarding Lead (DSL) takes lead responsibility for safeguarding and child protection. The DSL and their deputies are most likely to have a complete safeguarding picture and will be the most appropriate individuals to advise on any safeguarding concerns. The Deputy Designated Safeguarding Leads (DDSL) are trained to the same standard as the designated safeguarding lead. Hatfield Wick Education recognises that the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, however, the ultimate lead responsibility for child protection, remains with the designated safeguarding lead; this lead responsibility should not be delegated. See KCSIE 2023 Annex C.

8. MANAGE REFERRALS

Students who attend Hatfield Wick Education's overall safeguarding remains with the students on roll school, or if off roll Essex County Council. The Designated Safeguarding Lead (DSL) is expected to contact either the students on roll school or the local authority to report any concerns in a timely manner. They will then decide if referrals need to be made. The Designated Safeguarding Lead (DSL) may support external referrals made.

9. UNDERTAKE TRAINING

The Designated Safeguarding Lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The Designated Safeguarding Lead should undertake Prevent awareness training and FGM training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands Hatfield Wick Education’s child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Are able to record detailed, accurate factual secure records of all concerns and referrals;
- Support Hatfield Wick Education with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures Hatfield Wick Education may put in place to protect them.
- Are able to produce half termly reports to monitor our safeguarding incidents, to ensure that all patterns and any anomalies are picked up quickly and are actioned efficiently.
- Are able to report numbers of incidents to the local authority and other stakeholders.

10. RAISE AWARENESS

- The Designated Safeguarding Lead should ensure Hatfield Wick Education child protection policies are known, understood and used appropriately.
- Ensure Hatfield Wick Education Safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with Management Team regarding this;
- Ensure the Safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of Hatfield Wick Education in this;
- Link with Juniper Education to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- The DSL will provide regular safeguarding updates to all staff, to include online safety.

11. CHILD PROTECTION FILE

- When a pupil leaves Hatfield Wick Education the DSL must ensure all Safeguarding information is shared back to the on roll school, or if off roll the Local Authority.
- DSL will ensure that a hardcopy is kept secure in a locked file and that all concerns from My Concern are placed into the hard copy, to ensure an up-to-date chronology is kept. It is good practice to keep concerns and referrals in a separate child protection file for each child.
- In the case of a student moving school this file will need to be securely sent to the DSL of the receiving school.

12. AVAILABILITY

- During term time the designated safeguarding lead (or a deputy) will be available (during school hours) for staff at Hatfield Wick Education to discuss any safeguarding concerns.
- During off site visits or trips, the Lead DSL will be identified on the Risk Assessment for the visit/ trip and their contact details will be made available to all staff participating.
- During School holidays should any party wish to raise a matter of safeguarding with the school they should contact the Designated Safeguarding Lead on the number above.

13. EARLY HELP

The following indicators have been added to KICSIE to help staff recognise the potential need for early help if the child is:

- Showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organized crime groups.
- At risk of modern slavery, trafficking or exploitation
- Showing early signs of abuse and / or neglect.
- At risk of being radicalized or exploited
- A privately fostered child.
- Disabled or has certain medical health conditions and specific additional needs.
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Has a mental health need
- A young carer
- Has a family member in prison, or is affected by parental offending
- In a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- Misusing drugs or alcohol themselves
- Has returned home to their family from care
- At risk of ‘honour’-based abuse such as Female Genital Mutilation or Forced Marriage
- Persistently absent from education, including persistent absences for part of the school day.

If you are aware of any of these indicators applying to any child, this should be referred to the DSL by completion of an initial concern on MyConcern.

14. RECOGNITION OF CHILDREN AT RISK OF ABUSE AND NEGLECT

Child abuse can be physical, sexual, emotional or neglectful. Recognition of signs and symptoms is dependent upon professionals being open to the possibility of non-accidental injury or other forms of abuse and sharing any possible concerns. Professional concerns about “false allegations” need to be set aside as the need to protect the child must be paramount.

Hatfield Wick Education staff recognise that emotional and mental ill health has a significant threat to the welfare of our pupils www.papyrus-uk.org

15. SAFEGUARDING ISSUES

All staff should have an awareness of Safeguarding issues.

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE). All staff should have an awareness that sexual violence and harassment is never acceptable and will not be tolerated under any circumstances.

[Sexual violence and sexual harassment between children in schools and colleges \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information includes definitions and indicators are included in Annex B (KCSIE 2023).

Mental health

All staff should also 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 should 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 may be experiencing a mental health problem or be at risk of developing one.

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

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to

the designated safeguarding lead or a deputy. This will then be dealt with via Clinical Lead, Nicky McGurk.

Online safety

It is essential that children are safeguarded from inappropriate online material. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

Content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

Contact: Harmful online interaction with other users; for example: child to child abuse, 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.

Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Indicators of abuse

Indicators of abuse are set out in Appendix 1, 2 and 3.

When abuse is suspected / disclosed Refer to Essex County Council Children's Social Care.

Any member of staff who, either by virtue of a child's behaviour or appearance becomes suspicious of abuse or neglect or, is told that abuse has taken place, should immediately inform the Designated Safeguarding Leads (DSL) and record on My Concern, as outlined at the beginning of this policy. In their absence, staff should notify a Deputy Designated Safeguarding Lead.

If an injury requires immediate treatment, the designated person should arrange this without delay, in whichever way seems appropriate. The procedures set out below should then continue to be followed.

If a child begins to talk about an abusive incident, he/she should be allowed to speak. No leading questions should be asked, or words suggested. The concern or the child's comments should be accurately recorded in My Concern.

If the child is felt to be in any danger, he/she may not be allowed to go home.

Discussions with Social Care staff should involve consideration of how, when and by whom, the parents should be informed of the concern. This should bear in mind on the one hand the need to protect the child and on the other, the duty placed upon both the Social Services Department and the Education Department to work in partnership with parents wherever possible.

16. ADDITIONAL SAFEGUARDING ISSUES

Children Potentially at Greater Risk of Harm

HWE recognises that some children may be at greater risk of harm, such as those with a Child in Need or Child Protection Plan, those in Care or previously in Care, or those requiring mental health support. We ensure that our safeguarding strategies consider these vulnerabilities and tailor support accordingly.

Harmful

Sexual

Behaviour

HWE adopts a zero-tolerance approach to harmful sexual behaviour of any kind. Staff are trained to identify and manage such behaviour, providing support to both victims and those displaying the behaviour. Appropriate referrals to external agencies are made when necessary.

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

HWE staff are trained to recognise the signs of CSE and CCE. We follow clear procedures for reporting and managing these risks, ensuring that children receive the necessary protection and support.

Domestic Abuse

HWE recognises that domestic abuse can have a significant impact on children's well-being. We work closely with key partners to share relevant information and provide support to affected children and their families.

Honour-Based Abuse, Female Genital Mutilation (FGM), and Forced Marriage

HWE is committed to safeguarding against so-called 'honour-based' abuse, including FGM and forced marriage. Staff receive training to recognise and respond to these forms of abuse, and all suspicions are reported to the DSL.

Prevention of Radicalisation

In line with the Prevent Duty, HWE takes steps to prevent students from being drawn into terrorism. Staff are trained to identify signs of radicalisation and know how to make appropriate referrals.

Interagency Working and Information Sharing

HWE recognises the importance of working with other agencies to safeguard children. We ensure that information sharing is conducted in a timely manner, prioritising the safety of the child.

Behaviour Management and Use of Reasonable Force

Our behaviour management strategies include clear guidelines on the use of reasonable force. All incidents of physical intervention are recorded and monitored to ensure they are appropriate and in line with safeguarding principles.

17. STAFF RESPONSIBILITIES IN HANDLING DISCLOSURES

Under common law, information given in confidence should only be passed to a third party with the agreement of the person disclosing it. This applies to the pupil/staff relationship. Staff must not, however, offer absolute confidentiality.

Where there are child protection issues, the member of staff should refer the matter to the DSL and follow confidentiality procedures. All staff should make clear the level of confidentiality that can be given, before the disclosure is made.

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 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.

If a pupil begins to confide any matter involving alleged abuse, whether physical, emotional or sexual or neglect to a member of staff, they should follow the following guidelines:

- Don't make any promises to the pupil.
- Stay calm and reassuring.
- Explain that you cannot promise to keep what they tell you as a secret, you may have to inform the DSL.
- Listen to the pupil rather than directly question them.
- Do not press them for details or ask leading questions.
- Ask the pupil if they have told anyone else.
- Write a detailed account, in the pupil's own words, dated, timed and signed.
- Inform the DSL and hand them the detailed account as this may be needed as evidence in court.
- Assure the pupil that they have done the right thing and you know how difficult it is to talk about such experiences.
- Do not take photographs of injuries, ensure that a body map is completed and uploaded onto the MyConcern reporting system.

- Create a culture of listening: All staff should reassure victims that they are being taken seriously, that they will be supported and kept safe.

The key task at this moment is to listen to the pupil and not interrupt if he or she is freely recalling significant events, and to make a note of all that is said to be recorded on My Concern to be followed up by a DSL. Staff should also be aware that noted recordings of the discussion may need to be used in any subsequent court proceedings and may be made available to the pupil's parents at the Child Protection conference.

Wider environment factors affecting the child's life may pose a threat to their safety and or welfare and schools are encouraged to provide as much contextual information as possible as part of the referral process. If wider environmental factors are raised by the child during a disclosure, these should also be noted.

The welfare of the pupil is paramount; therefore, all situations must be treated with sensitivity. The staff member should not reveal his/her own feelings to the pupil.

18. CONFIDENTIALITY

If a pupil requests confidentiality they must be told that this cannot be promised, and it should be explained that staff have a responsibility to share information with those adults who will be able to help protect them from harm. They should be reassured that only staff who need to know about it will be told. This could result in the pupil not continuing the conversation, in which case do not pursue the matter and report concerns to the DSL via My Concern.

Staff have a professional duty to share confidential information about the protection of children with Social Care via the DSL. Staff should take care not to discuss information given in confidence outside the appropriate professional contexts.

19. THE PUPILS' WISHES AND FEELINGS

All children have a right to have their view considered. After any disclosure, or at the point of action, the child will be asked how they would like this to be managed. This will be recorded on the report form. It will be explained to the child that whilst their view is important, it may be that a different decision will be made in their best interests.

When a course of action has been determined this will be shared with and explained to the child, again their view will be collected at this time.

20. RECORDING INFORMATION

All concerns about, or disclosures regarding, any form of abuse or risk of being abused must be recorded using My Concern. The record should include the time, date, circumstances and who else was present as well as giving exact details of what the pupil said quoting the exact words used.

Signs of physical injury should also be recorded using the body map feature. Reports should be objective and based on evidence; they should distinguish between fact, observation, allegation and opinion.

All records should be given to the DSL and may be passed to Social Care when a referral is submitted.

21. SUPPORTING STAFF

We recognise that staff working in Hatfield Wick Education, who have become involved with a pupil who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. We will support such members of staff by providing an opportunity to talk through their anxieties with our Clinical Lead, Nicky McGurk and to seek further support as appropriate – Supervision is available regularly at all sites.

22. PARTNERSHIP WITH PARENTS

All parents/carers of children placed at Hatfield Wick Education are informed of our safeguarding responsibilities and the existence of this policy. In situations where pupils sustain injury or are otherwise affected by an accident or incident whilst they are the responsibility of Hatfield Wick Education, parents/carers will be notified of this as soon as contact can be made with them. All conversation details should be recorded on the My Concern record by the DSL.

23. MULTI-AGENCY PARTNERSHIP

In accordance with Local Authority procedures, we are required to liaise with Social Care in all cases of abuse or suspected abuse. This multi-agency approach enhances the effectiveness of identifying and dealing with child abuse issues that may arise.

24. SUPPORTING PUPILS

- We recognise that a pupil who is abused or witness's violence may find it difficult to develop and maintain a sense of self-worth.
- We recognise that a pupil in these circumstances may feel helpless and humiliated.
- We recognise that a pupil may feel self-blame.
- We recognise that Hatfield Wick Education may provide the only stability in the lives of pupils who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a pupil in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

25. HATFIELD WICK EDUCATION WILL SUPPORT ALL PUPILS BY:

- Encouraging high self-esteem and self-assertiveness whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive learning environment.

- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care via the designated member of staff if there is a significant concern.

26. PHYSICAL INTERVENTION

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. ('Use of reasonable force advice for Headteachers, staff and governing bodies', July 2013).
- We understand that physical intervention of a nature which causes injury or distress to a pupil may be considered under child protection or disciplinary procedures.
- All physical interventions should be recorded on your site in the appropriate way.

27. SAFEGUARDING WITHIN GFAPS

All staff are accountable for the way in which they exercise authority, manage risk, use resources and protect pupils from discrimination and avoidable harm.

All staff, whether paid or voluntary, have a duty to keep young people safe and to protect them from sexual, physical and emotional harm. Children have the right to be safe and to be treated with respect and dignity. It follows that trusted adults are expected to take reasonable steps to ensure the safety and well-being of pupils. Failure to do so may be regarded as professional neglect.

In light of the above, all staff should follow the following guidelines:

- Classrooms will be accessible to pupils with adult supervision. On the rare occasion when pupils/staff were at potential risk of harm during an outburst by a violent pupil in the centre it may be necessary to ensure the safety of others by closing the door with the pupil still in the room.
- Staff to make full use of the radios available in all centres and be familiar with the procedure for their correct usage.
- Entry to Hatfield Wick Education premises will be controlled by doors that are secured physically, or by staff supervision, or by video surveillance.
- Authorised visitors to Hatfield Wick Education will be required to sign in and out and to wear an ID badge.
- Unidentified visitors will be challenged.
- All visitors will be given a safeguarding children information leaflet on arrival.
- Photographic ID & DBS certificates will be requested and checked on arrival.
- If the visitor does not have a valid DBS, they will not be left unsupervised.

Our Health and Safety Policy and the Risk Assessments completed before every offsite visit reflect the consideration we give to the protection of our pupils both within the school environment and when away from Hatfield Wick Education when undertaking school trips and visits.

28. MY CONCERN

Hatfield Wick Education is using My Concern to report and record all concerns relating to the safeguarding of our students. This system is an online safe, secure and centralised for all staff to be able to use, and DSLs to access. Any evidence, including body maps need to be scanned in and uploaded to the child's secure My Concern file.

29. DUTY OF CARE

Adults should:

- understand the responsibilities which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached;
- always act, and be seen to act, in the child's best interests;
- avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- take responsibility for their own actions and behaviour.

30. EXERCISE OF PROFESSIONAL JUDGEMENT

Staff should:

- discuss the circumstances that inform their action, or their proposed action with a senior colleague. This will help to ensure that the safest practices are employed and reduce the risk of action being misinterpreted;
- always discuss any misunderstanding, accidents or threats with a senior leader;
- always record discussions and actions taken with their justifications.

31. CONFIDENTIALITY

Staff:

- are expected to treat information they receive about children and young people in a discreet and confidential manner;
- should seek advice from a senior member of staff if they are in any doubt about sharing information they hold, or which has been requested of them;
- need to be cautious when passing information to others about a child/young person. A consent to share information form is completed at every induction meeting. Staff should refer to pupil profile forms for any exceptions;

- need to know the procedures for handling allegations against staff and to whom any concerns or allegations should be reported;
- need to know the name of the Designated Safeguarding Lead in school and be familiar with local child protection arrangements.

32. PROPRIETY AND BEHAVIOUR

Adults should not:

- behave in a manner which would lead any reasonable person to question their suitability to work with children or act as a role model;
- make sexual remarks to, or about, a pupil;
- discuss their own sexual relationships with or in the presence of pupils;
- discuss a pupil's sexual relationships in inappropriate settings or contexts;
- make (or encourage others to make) unprofessional personal comments which scapegoat, demean or humiliate or might be interpreted as such.

33. INFATUATIONS

Adults should:

- report any indications (verbal, written or physical) that suggest a pupil may be infatuated with a member of staff.

34. SOCIAL CONTACT

- Always approve any planned social contact with pupils or parents with senior colleagues, for example when it is part of a reward scheme or pastoral care programme.
- Advise senior leadership of any social contact they have with a pupil which may give rise to concern.
- Report any situation which they feel might compromise Hatfield Wick Education of its own professional standing.
- Refrain from sending personal communication to pupil e.g. letters and cards unless agreed with Directors.

35. COMMUNICATION WITH PUPILS USING TECHNOLOGY

- Only use equipment provided by Hatfield Wick Education to communicate with pupils.
- Only make contact with children for professional reasons and in accordance with any Hatfield Wick Education policy.

- Recognise that text messaging pupils is rarely an appropriate response to a child in a crisis situation or at risk of harm. It should only be used as a last resort when other forms of communication are not possible.
- Hatfield Wick Education ensure that, when it is considered necessary for staff to use equipment to communicate with pupils, this is provided by Hatfield Wick Education.

36. PHYSICAL CONTACT

- Be aware that even well-intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described.
- Never touch a child in a way which may be considered indecent.
- Always be prepared to explain actions and accept that all physical contact may be open to scrutiny.
- Never indulge in horseplay, tickling or fun fights.
- Always encourage children, where possible, to undertake self-care tasks independently.
- Hatfield Wick Education has a system in place for recording incidents and the means by which information about incidents and outcomes can be easily accessed by senior leadership.
- Hatfield Wick Education provides staff on a “need to know” basis with relevant information about vulnerable pupils in their care.

37. PUPILS IN DISTRESS

Adults should:

- consider the way in which they offer comfort to a distressed pupil;
- always tell a colleague when and how they offered comfort to a distressed child;
- record situations which may give rise to concern.

38. PHYSICAL EDUCATION AND OTHER ACTIVITIES WHICH REQUIRE PHYSICAL CONTACT

Adults should:

- consider alternatives, where it is anticipated that a pupil might misinterpret any such contact, perhaps involving another member of staff, or a less vulnerable pupil in the demonstration;
- be familiar with and follow recommended DfE guidance;

- always explain to a pupil the reason why contact is necessary and what form that contact will take.

39. BEHAVIOUR MANAGEMENT

Adults should:

- not use force as a form of punishment.
- try to defuse situations before they escalate;
- keep parents informed to any sanctions;
- adhere to the school's Behaviour Management policy.

40. ONE-TO-ONE MEETINGS

Adults should:

- avoid meetings with pupils in remote, secluded areas of Hatfield Wick Education;
- ensure there is visual access and /or an open door in one-to-one situations;
- inform other staff of the meeting beforehand, explaining the need to have them present or close by;
- always report any situation where a child becomes distressed or angry to a senior colleague;
- consider the needs and circumstance of the child/children involved.

41. HOME VISITS

Staff should:

- agree the purpose for any home visit with line manager;
- adhere to agreed risk management strategies;
- avoid unannounced visits wherever possible;
- ensure there is visual access and/or an open door in one-to-one situations;
- always make detailed records including times of arrival and departure and, work undertaken;
- ensure any behaviour or situation which gives rise to concern is passed directly to the Designated Safeguarding Lead/s who will refer, as appropriate, to other agencies.

42. PHOTOGRAPHY, VIDEOS AND OTHER CREATIVE ARTS

Adults should:

- be clear about the purpose of the activity and about what will happen to the photographs when the lesson/activity is concluded;
- ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose;
- ensure that any images are available for scrutiny in order to screen for acceptability;
- be able to justify images of children in their possession;
- avoid making images in one-to-one situations.

Adults should not:

- take, display or distribute images of children unless they have consent to do so;
- take images of children using personal mobile telephones;
- hold inappropriate images.

Adults should:

- follow Hatfield Wick Education policy and procedures on the use of IT equipment, Physical Intervention, and Acceptable Use;
- ensure that pupils are not, through the use of any medium, exposed to indecent or inappropriate images.

43. SHARING CONCERNS AND RECORDING INCIDENTS

Adults should:

- be familiar with Hatfield Wick Education system for recording concerns (My Concern);
- take responsibility for recording any incident, and passing on that information where they have concerns about any matter pertaining to the welfare of an individual in the school or workplace.

44. ALLEGED ABUSE BY MEMBERS OF STAFF

Directors or DSL will contact the Local Authority Designated Officer for Allegations (LADO) for an Initial Discussion. If necessary, the Headteacher or DSL, Local Authority Designated Officer, Social Worker representatives of the Safeguarding Children Service, HR and Police will then convene a multi-agency Allegations Management Meeting urgently to plan any further appropriate action. **The school will not carry out an**

investigation until this meeting has taken place in case the allegation meets the criminal threshold.

The LADO may find the allegation to be unfounded; this would happen if there is evidence to show that the allegation did not happen.

The thresholds of Allegations Management for school staff are:

- harmed or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child in a way that indicated they may pose a risk of harm to children.

45. LOW-LEVEL CONCERN

Hatfield Wick Education promotes an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers, and contractors) are dealt with promptly and appropriately by a Director/DSL. All low-level concerns should be recorded in writing, including context and action taken. These records will then be stored confidentially complying with Data Protection Act 2018 and UK GDPR.

The term low-level does not mean that it is insignificant. A low-level concern is any concern-no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt'- that an adult working in or on behalf of the school or college may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include:

- being over friendly with children;
- having favourites;
- taking photos 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;
- humiliating pupils.

46. WHISTLEBLOWING

Hatfield Wick Education has a Whistleblowing Policy. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them. 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 (Mon-Fri 8.00am-8.00pm) or email help@nspcc.org.uk

47. RESOURCES

There will be a commitment to meeting the training needs of staff, with good quality in-service training provided on an ongoing basis. The School will ensure that DSL's are trained at least to Multi- Agency Child Protection level, with regular refresher training as appropriate.

48. HEALTH & SAFETY

For specific health and safety measures, refer to our Health and Safety Policy. It is the responsibility of each adult to report health and safety issues without delay.

49. INDUCTION AND PROFESSIONAL DEVELOPMENT

All newly appointed staff are required to meet with the school's DSL and to read:

- the school's Safeguarding Policy, KCSIE 2023;
- "Guidance for Safer Working Practice for Adults Who Work with Children";
- Safeguarding Induction;
- the Staff Code of Conduct;
- Using My Concern to report Safeguarding Concerns.

50. MONITORING, EVALUATION AND REVIEW

This policy will be reviewed at least annually* as part of the policy review cycle and assess its implementation and effectiveness. The policy will be promoted and implemented throughout Hatfield Wick Education

[*This policy will be updated more frequently, if necessary, to reflect changes made in the 'live' (i.e. the definitive version)

Appendix 1

Recognition of children at risk of abuse and neglect

Child abuse can be physical, sexual, emotional or neglectful. Recognition of signs and symptoms is dependent upon professionals being open to the possibility of non-accidental injury or other forms of abuse and sharing any possible concerns.

It is the responsibility of professionals to report concerns, NOT to decide whether it is or is not child abuse.

When all agencies share concerns about the child and family with social services, informed decisions can be reached, and appropriate assistance can be made available if necessary. Professional concerns about “false allegations” need to be set aside as the need to protect the child must be paramount.

Indicators of physical abuse

Most healthy children will collect bruises or other injuries from time to time. Accidental bruises will usually occur on the skin where it is covering bony prominence (e.g. shin, forehead, elbow, and hipbone). Also, a very small number of children may suffer from rare conditions, like haemophilia or brittle-bone disease, which makes them more susceptible to bruising and fractures. Bruising that suggests the possibility of physical child abuse includes:

- bruising in children who are not independently mobile;
- bruising in babies;
- bruises that are seen away from bony prominences;
- bruises to the face, back, abdomen, arms, buttocks, ears and hands;
- multiple bruises in clusters;
- multiple bruises of uniform shape;
- bruises that carry an imprint – of an implement or cord;
- bruises with petechiae (dots of blood under the skin) around them.

Non-accidental injury indicators:

Burns and scalds have:

- clear outline
- no or few splash marks
- unusual positions
- indicative shapes (e.g. cigarette, electric fire).

Injuries maybe suspicious if:

- bite marks;
- large and deep scratches;
- incisions.

Fractures if:

- numerous;
- unreported;
- healed at different times;
- child under two.

Other Indicators of Abuse

- Delay in seeking medical attention.
- No explanation or inadequate explanation of injuries.
- Child/parent/witness reports abuse.
- Changing explanation of injuries.
- Recurrent injuries - particularly if forming a pattern (e.g. always on Mondays).
- Inadequate parental concern.
- Multiple injuries that occurred at different dates.
- Child may be failing to thrive for no apparent reason.

Possible Behavioural Indicators of Abuse

- Fear of adults generally or of certain adults in particular.
- Poor peer relationships.
- Social isolation and withdrawal.
- Aggression and acting out/pseudo maturity.
- Frozen awareness (a combination of a lack of expression, lethargy and watchfulness).
- Detachment or indiscriminate attachment.
- Eating disorders.
- Sleep disturbance.

- Running away.
- Sudden changes in behaviour or poor school performance.
- Psychosomatic complaints.
- Self-destructive behaviour (self-mutilation, substance abuse and suicide).

| Risk Factors Associated with Physical & Emotional Abuse Parental | Child | Social - linked to stress factors |
|---|--|--|
| Drug and alcohol misuse | Has a disability | Unemployment |
| Mental illness | Demanding as a baby | Bad housing |
| Isolation or lack of support | Under 2's are consistently the most vulnerable | No income |
| Young parents | Child or siblings previously on child protection registers | Domestic violence |
| Lack of attachment/unresponsive to child's needs | Premature birth or poor feeders/sleepers | Unwanted pregnancy |
| Lax and inconsistent parenting | Poor bonding | Recent accident/ill-health |
| History of violence/abuse of children | Failure to thrive | |
| Inappropriate expectation | | |
| Abused themselves | | |

Operation Encompass

Operation Encompass aims to support children and young people who are affected by domestic abuse. Witnessing or experiencing domestic abuse is really distressing for a child or young person, who often see the abuse, hear it from another room, see a parent's injuries or distress afterwards, or can be physically hurt by trying to stop the abuse.

Hatfield Wick Education has members of staff who have been fully trained in liaising with police and Children's Social Care when required and will ensure that the necessary support is made available to the child or young person following the notification of a domestic abuse incident.

For further information: <https://www.operationencompass.org/>

Appendix 2

Types of child abuse and their symptoms

Child abuse can be categorised into four distinct types, i.e.:

1. Physical Abuse.
2. Sexual Abuse.
3. Emotional Abuse.
4. Physical Neglect.
5. Grave Concern /At Risk – this is not a distinct category but is dealt with separately.

A pupil can be at risk from any combination of the four categories. These different types of abuse require different approaches. A pupil suffering from physical abuse may be in immediate and serious danger. Action should therefore be taken immediately. With other forms of abuse, there is a need to ensure that adequate information is gathered. There is also a need to make sure that grounds for suspicion have been adequately investigated and recorded. The need to collate information must be balanced against the need for urgent action. If there are reasonable grounds for suspicion, then a decision to monitor the situation should only be taken after consultation. A situation that should cause particular concern is that of a pupil who fails to thrive without any obvious reason. In such a situation a medical investigation will be required to consider the causes. Each of the five categories will now be explored in more detail.

1. Physical abuse

This involves physical injury to a pupil, including deliberate poisoning, where there is definite knowledge or a reasonable suspicion, that the injury was inflicted or knowingly not prevented. Typical signs of Physical Abuse are:

- bruises and abrasions – especially about the face, head, genitals or other parts of the body where they would not be expected to occur given the age of the pupil. Some types of bruising are particularly characteristic of non -accidental injury especially when the pupil’s explanation does not match the nature of injury or when it appears frequently;
- slap marks – these may be visible on cheeks or buttocks;
- twin bruises on either side of the mouth or cheeks – can be caused by pinching or grabbing, sometimes to make a pupil eat or to stop a pupil from speaking;
- grip marks on arms or trunk – gripping bruises on arm or trunk can be associated with shaking a pupil. Shaking can cause one of the most serious injuries to a pupil; i.e. a brain haemorrhage, as the brain hits the inside of the skull. X-rays and other tests are required to fully diagnose the effects of shaking. Grip marks can also be indicative of sexual abuse;
- black eyes – are most commonly caused by an object, such as a fist, coming into contact with the eye socket. NB A heavy bang on the nose, however, can cause bruising to spread around the eye but a doctor will be able to tell if this has occurred;

- damage to the mouth – e.g. bruised/cut lip or torn skin where the upper lips join the mouth;
- bite marks;
- fractures;
- poisoning or other misuse of drugs – e.g. overuse of sedatives;
- burns and/or scalds – a round, red burn on tender, non-protruding parts, like a mouth; inside arms and on the genitals will almost certainly have been deliberately inflicted. Any burns that appear to be cigarette burns should be cause for concern. An experienced person will notice skin splashes caused when a pupil accidentally knocks over a hot cup of tea. In contrast, a pupil who has been deliberately ‘dipped’ in a hot bath will not have splash marks.

2. Sexual abuse

The involvement of dependent, developmentally immature pupils and adolescents in sexual activities they do not truly comprehend, to which they are unable to give informed consent or that violate the social taboos of family roles. Typical signs of sexual abuse are:

- detailed sexual knowledge inappropriate to the age of the pupil;
- behaviour that is excessively affectionate or sexual towards other pupils or adults;
- attempts to inform, by making a disclosure about the sexual abuse, often begin by the initial sharing of limited information with an adult. It is also very characteristic of such pupils that they have an excessive preoccupation with secrecy and try to bind the adults to secrecy or confidentiality;
- fear of medical examinations;
- fear of being alone – this applies to friends/family/neighbours/baby-sitters, etc.;
- sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa;
- excessive masturbation;
- promiscuity;
- sexual approaches or assaults on other pupils or adults;
- urinary tract infections (UTI), sexually transmitted disease (STD) are cause for immediate concern in pupils if his/her partner cannot be identified;
- bruising to the buttocks, lower abdomen, thighs and genital/rectal areas. Bruises may be confined to grip marks where a pupil has been held so that sexual abuse can take place;

- discomfort or pain particularly in the genital or anal areas;
- drawing of pornographic or sexually explicit images.

3. Upskirting

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

4. Emotional abuse

The severe adverse effect on the behaviour and emotional development of a pupil caused by persistent or severe emotional ill treatment or rejection. All abuse involves some emotional ill treatment – this category should be used where it is the main or sole form of abuse.

5. Physical neglect

The persistent or severe neglect of a pupil (for example, by exposure to any kind of danger, including cold and starvation), which results in serious impairment of the pupil’s health or development, including non-organic failure to thrive.

Persistent stomach aches, feeling unwell and apparent anorexia can be associated with Physical neglect. However, typical signs of Physical Neglect are:

- underweight – a pupil may be frequently hungry or pre-occupied with food or in the habit of stealing food or with the intention of procuring food;
- there is a particular cause for concern where a persistently, underweight pupil gains weight when away from home, for example, when in hospital or on a GFAPS trip;
- inadequately clad – a distinction needs to be made between situations where pupils are inadequately clad, dirty or smelly because they come from homes where neatness and cleanliness are unimportant and those where the lack of care is preventing the pupil from thriving.

Physical Neglect is a difficult category because it involves the making of a judgement about the seriousness of the degree of neglect. Much parenting falls short of the ideal, but it may be appropriate to involve Child Protection procedure in the case of neglect where the pupil’s development is being adversely affected.

6. Grave concern/at risk

This is not a separate category of child abuse as such but covers a number of situations where a pupil may be at risk. It is in reference to pupils whose situations do not currently fit the above categories but where social and medical assessments indicate that they are at significant risk of abuse. Grave concern may be felt where a pupil shows symptoms of stress or distress and any of the following circumstances apply:

- There is a known child abuser in the family.

- Another child in the family is known to have been abused.
- The parents are involved with pornographic material to an unusual degree.
- There is an adult in the family with a history of violent behaviour.
- The pupil is exposed to potential risk or exploitation via the Internet e.g. pornographic material or chat rooms.

The symptoms of stress and distress

When a pupil is suffering from any one or more of the previous four ‘Categories of Abuse’, or if the pupil is ‘at risk’, he/she will nearly always suffer from/display signs of stress and distress. An abused pupil is likely to show signs of stress and distress as listed below:

- A lack of concentration and a fall-off in school performance.
- Aggressive and hostile behaviour.
- Moodiness, depression, irritability, listlessness, fearfulness, tiredness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences.
- Difficulties in relationships with peers.
- Regression to more immature forms of behaviour, e.g. thumb sucking.
- Self-harming or suicidal behaviour.
- Low self-esteem.
- Wariness, insecurity, running away or truancy – pupils who persistently run away from home may be escaping from sexual or physical abuse.
- Disturbed sleep.
- General personality changes such as unacceptable behaviour or severe attention seeking behaviour.
- A sudden change in school performance.

Parental Signs of Child Abuse:

Particular forms of parental behaviour that could raise or reinforce concerns are:

- implausible explanations of injuries;
- unwillingness to seek appropriate medical treatment for injuries;
- injured pupil kept away from GFAPS until injuries have healed without adequate reason;
- a high level of expressed hostility to the pupil;

- grossly unrealistic assumptions about child development;
- general dislike of child-like behaviour;
- inappropriate labelling of pupil's behaviour as bad or naughty;
- leaving children unsupervised when they are too young to be left unattended.

Appendix 3

KCSIE Annexe B Further safeguarding information

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

As per Part One of this guidance, if staff have any concerns about a child's welfare, they should act on them immediately.

Table of Contents (relating to the KCSIE 2023 document)

Child abduction and community safety incidents
Children and the court system
Children missing from education
Children with family members in prison
Child Criminal Exploitation (CCE)
Child Sexual Exploitation (CSE)
County Lines
Modern Slavery and the National Referral Mechanism
Cyber crime
Domestic abuse
Homelessness
So-called 'honour based' abuse (including Female Genital Mutilation and Forced Marriage) FGM
FGM Mandatory reporting for teachers
Forced marriage
Preventing radicalisation
The Prevent Duty
Channel
Additional support
Peer on peer/child on child abuse
Sexual violence and sexual harassment between children in schools and colleges
Mental health
Upskirting
Serious violence
Additional advice and support

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.

5-11 year olds: <http://formfinder.hmctsformfinder.justice.gov.uk/ywp-5-11-eng.pdf>

12-17 year olds: <http://formfinder.hmctsformfinder.justice.gov.uk/ywp-12-17-eng.pdf>

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service.

This may be useful for some parents and carers.

<https://helpwithchildarrangements.service.justice.gov.uk/>

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.
<https://www.nicco.org.uk/>

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- Children who appear with unexplained gifts or new possessions.
- Children who associate with other young people involved in exploitation.
- Children who suffer from changes in emotional well-being.
- Children who misuse drugs and alcohol.

- Children who go missing for periods of time or regularly come home late.
- Children who regularly miss school or education or do not take part in education.
- Misuse drugs and alcohol.

Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non contact sexual activity and may occur without the child or young person’s immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

The department provide: Child Sexual Exploitation: Guide for Practitioners

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-forpractitioners>

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] 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 often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting

drugs and a referral to the National Referral Mechanism¹⁰³ should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

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

https://education.gov.uk-my.sharepoint.com/personal/bevmh_smith_education.gov.uk/Documents/Documents/KCSIE%202020/write%20round/%E2%80%A2%09

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCountyLinesGuidance_-_Sept2018.pdf

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)

Cybercrime

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

- unauthorised access to computers (illegal 'hacking), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

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

¹⁰³ <http://www.nationalcrimeagency.gov.uk/about-us/what-we-do/specialist-capabilities/uk-human-trafficking-centre/national-referralmechanism>

Additional advice can be found at [12-17 Cyber Choices Brochure.indd \(nationalcrimeagency.gov.uk\) 2491596 C&YP schools guides.indd \(npcc.police.uk\)](#)

Domestic abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional. 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. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. 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.

<http://www.nationalcrimeagency.gov.uk/about-us/what-we-do/specialist-capabilities/uk-human-trafficking-centre/national-referralmechanism>

Operation Encompass

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

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:

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/>

<http://www.refuge.org.uk/get-help-now/what-is-domestic-violence/effects-of-domestic-violence-on-children/>

<http://www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse>

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

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

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties:

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

The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: <https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets>

So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage) So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Actions If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since

31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

FGM

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

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at:

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilationprocedural-information>

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

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_16_39_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf

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

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

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person

into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published statutory guidance

<https://www.gov.uk/guidance/forcedmarriage>

and Multi-agency guidelines

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf, pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 0207 008 0151 or email <mailto:mfmfmu@fco.gov.uk>

Preventing radicalisation

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

Extremism¹ 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.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/470088/51859_Cm9148_Accessible.pdf

Radicalisation² refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

Terrorism³ is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection.

¹ As defined in the Government's Counter Extremism Strategy.

² 107 As defined in the Revised Prevent Duty Guidance for England and Wales.

³ 108 As defined in the Terrorism Act 2000 (TACT 2000)

Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

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

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard¹⁰⁹ to the need to prevent people from being drawn into terrorism”¹¹⁰. This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training and IT policies. <https://www.gov.uk/government/publications/prevent-duty-guidance>

There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges. <https://www.gov.uk/government/publications/prevent-dutyguidance/prevent-duty-guidance-for-further-education-institutions-in-england-and-wales>

Channel

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

Additional support

The department has published further advice for schools on the Prevent duty <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

- Prevent awareness e-learning offers an introduction to the Prevent duty. <http://www.elearning.prevent.homeoffice.gov.uk/>

¹⁰⁹ According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

¹¹⁰ Terrorism” for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

- Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.
<https://www.elearning.prevent.homeoffice.gov.uk/preventreferrals>
- Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multiagency Channel panel.
https://www.elearning.prevent.homeoffice.gov.uk/channel_awareness/01welcome.html

Educate Against Hate, is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation. <https://educateagainsthate.com/>

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

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

Child on Child abuse

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

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

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

Evidence shows girls, children with SEND and LGBT children are at greater risk.

The fact that a child or 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.

Staff should be aware of the importance of:

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

What is sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003¹¹¹ 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 intentionally⁴ See Sexual Offences Act 2003 available at Legislation.gov.uk ⁵penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. What is consent?¹¹² 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.¹¹³

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

⁵ See Sexual Offences Act 2003 available at Legislation.gov.uk <https://www.legislation.gov.uk/ukpga/2003/42/contents>

¹¹² It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped. More information: here <https://www.disrespectnobody.co.uk/consent/what-is-consent/>

¹¹³ PSHE Teaching about consent from the PSHE association provides advice and lesson plans to teach consent at Key stage 3 and 4.

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence
- - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.¹¹⁴

It may include:

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

Upskirting

The Voyeurism (Offences) Act, 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 gender, can be a victim. 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 gender, can be a victim.

The response to a report of sexual violence or sexual harassment

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

¹¹⁴ Project deSHAME from Childnet provides useful research, advice and resources regarding online sexual harassment.
<http://www.childnet.com/ourprojects/project-deshame>



If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 41 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Appendix 4

Safer recruitment and DBS checks – policy and procedures

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

When appointing new staff, we will:

- verify their identity;
- obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months;
- obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available;
- verify their mental and physical fitness to carry out their work responsibilities;
- verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards;
- verify their professional qualifications, as appropriate;
- ensure they are not subject to a prohibition order if they are employed to be a teacher;
- carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent;
- consider carrying out an online search as part of due diligence on the shortlisted candidates;
- ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought;
- ask for written information about previous employment history and check that information is not contradictory or incomplete;
- seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

Regulated activity means a person who will be:

- responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not.

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- we believe the individual has engaged in relevant conduct; or
- the individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
- the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- an enhanced DBS check with barred list information for contractors engaging in regulated activity;
- an enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children we will obtain the DBS check for self-employed contractors;
- we will not keep copies of such checks for longer than 6 months;
- contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances;
- we will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

- never leave an unchecked volunteer unsupervised or allow them to work in regulated activity;
- obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity;
- carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment;
- ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Additional advice and support

| Abuse or Safeguarding issue | Link to Guidance/Advice | Source |
|--|---|--|
| Abuse | What to if you are worried a child is being abused https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2 | DfE advice |
| | Domestic abuse: Various Information/Guidance https://www.gov.uk/domestic-violence-and-abuse | Home Office (HO) |
| | Relationship abuse: disrespect nobody. Children and adults missing strategy https://www.gov.uk/government/publications/missing-children-and-adults-strategy | HO website |
| Bullying | Preventing bullying including cyber-bullying https://www.gov.uk/government/publications/preventing-and-tackling-bullying | DfE advice |
| | Preventing and Tackling Bullying https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf | DfE advice |
| Children missing from education, home or care | Children missing from education, home or care https://www.gov.uk/government/publications/children-missing-education | DfE statutory guidance |
| | Children and adults missing strategy - Home Office strategy https://www.gov.uk/government/publications/missing-children-and-adults-strategy | HO strategy |
| Children with family member in prison | National information centre on children of offenders https://www.nicco.org.uk/ | Barnardo's in partnership with HM Prison and Probation Service |
| Drugs | Drugs: advice for schools https://www.gov.uk/government/publications/drugs-advice-for-schools | DfE advice |
| | Drug strategy 2017 https://www.gov.uk/government/publications/drug-strategy-2017 | HO strategy |
| | Information on advice and drugs http://www.talktofrank.com/ | Talk to Frank website |
| | ADEPIS platform sharing information and resources for schools covering drug (and alcohol) prevention. http://mentor-adepis.org/ | Website by Mentor UK |
| Honour Based Abuse (so called) | Female genital mutilation: information and resources https://www.gov.uk/government/collections/female-genital-mutilation | HO guidance |
| | Female genital mutilation: multi agency statutory guidance. https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genitalmutilation | DfE, DH and HO statutory guidance |
| Health and wellbeing | Fabricated or induced illness: safeguarding children https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricatedor-induced | DfE, DH, HO |
| | Rise Above: Free PSHE resources on health, wellbeing and resilience https://www.psheassociation.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources | Public Health England |
| | Medical-conditions: supporting pupils at home – DfE statutory guidance https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3 | DfE statutory guidance |
| | Mental health and behaviour https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2 | DfE advice |

| Abuse or Safeguarding issue | Link to Guidance/Advice | Source |
|-----------------------------|--|---|
| Homelessness | Homelessness: how local authorities should exercise their functions - Ministry of Housing, Communities & Local Government guidance. https://www.gov.uk/guidance/homelessness-code-of-guidance-for-local-authorities | Ministry of Housing Communities & Local Government Guidance |
| Online | Sexting: responding to incidents and safeguarding children – UK Council for Internet Safety https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis | UK Council for Internet Safety |
| Fostering | Private fostering Private fostering: local authorities https://www.gov.uk/government/publications/children-act-1989private-fostering | DfE statutory guidance. |
| Radicalisation | Prevent duty guidance https://www.gov.uk/government/publications/prevent-duty-guidance | HO guidance |
| | Prevent duty: additional advice for schools and childcare providers https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-preventduty | DfE |
| | Educate against Hate website http://educateagainsthate.com/ | DfE and HO advice |
| | Prevent for FE and training – Education and Training Foundation (ETF). http://preventforfeandtraining.org.uk/ | Education and Training Forum (ETF) |
| Upskirting | Upskirting know your rights https://www.gov.uk/government/news/upskirting-know-your-rights | UK government |
| Violence | Gangs and youth violence: for schools and colleges https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youthviolence | HO advice |
| | Ending violence against women and girls 2016-2020 strategy – Home Office strategy. https://www.gov.uk/government/publications/strategy-to-end-violence-against-women-and-girls2016-to-2020 | HO strategy |
| | Violence against women and girls: national statement of expectations for victims https://www.gov.uk/government/publications/violence-against-women-and-girls-nationalstatement-of-expectations | HO guidance |
| | Sexual violence and sexual harassment between children in schools and colleges https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-betweenchildren-in-schools-and-colleges | DfE advice |
| | Serious violence strategy https://www.gov.uk/government/publications/serious-violence-strategy | HO strategy |



Staff Declaration Form: September 2023

School name: Hatfield Wick Education:

I, <insert name> have read and am familiar with the contents of the following documents and understand my role and responsibilities as set out in these document(s).

- (1) The School’s Safeguarding Policy
- (2) Part 1(safeguarding information for all staff) Part 5 (child on child sexual violence and sexual harassment) and Annex B of 'Keeping Children Safe in Education' DfE Guidance, September 2023
- (3) Staff code of conduct
- (4) Declaration of criminal record

I am aware that the DSLs for my school are:

.....

.....

.....

and I am able to discuss any concerns that I may have with them.

I know that further guidance, together with copies of the policies mentioned above, are available in the main office.

Signed

Date