



CHILD (STUDENT) PROTECTION POLICY

Child (Student) Protection Policy

Safeguarding Procedures and Guidance

Collingham College is fully committed to safeguarding its students of all ages. Staff members working with young people are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a student, staff should always act in the interests of the student.

- 1. Definition of Safeguarding from *Keeping Children Safe in Education (KCSIE) (DfE): 2023.*** This is defined as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
- 2. Our School's Designated and Deputy Safeguarding Lead and Prevent Officer for the College:** They provide support to staff members to carry out their safeguarding duties. They also will liaise closely with other services. The Collingham DSL and Deputy DSL (who are members of the senior leadership team) with lead responsibility for child protection are:

Designated Safeguarding Lead (DSL) and Prevent Officer for the College

James Allder, Principal, is the Designated Safeguarding Lead (DSL) for the whole college
Contact details: telephone: 020 7244 7414; 07393 584162 (Twenty Four Hours) Email: james.allder@collingham.co.uk

Designated Safeguarding Lead (DSL) and Prevent Officer for the GCSE Department

Paul Caffell, Head of GCSE, is the Designated Safeguarding Lead (DSL) for the GCSE department
Contact details: telephone: 020 7584 7196; Email: paul.caffell@collingham.co.uk

Deputy Designated Safeguarding Lead (DDSL) and Deputy Prevent Officer for the College

Kerim Aytac, Director of Studies, is a Deputy Designated Safeguarding Lead (DDSL) for the whole college. Contact details: telephone: 020 7244 7414; Email: kerim.aytac@collingham.co.uk

Deputy Designated Safeguarding Lead (DDSL) for the College

Dr Margaret Smallman, Vice Principal, is a Deputy Designated Safeguarding Lead (DDSL) for the whole college. Contact details: telephone: 020 7244 7414; Email: margaret.smallman@collingham.co.uk

Nominated Board Director for Safeguarding and Prevent Duties

Edward Browne is the nominated Board Member for Safeguarding who will liaise with the local authority on issues of child protection. Contact details: telephone: 07840 375087 (twenty four hours) Email: collingham23@hotmail.com

Collingham has a good working relationship with the Royal Borough of Kensington and Chelsea. **The Local Safeguarding Student's Board applicable to Collingham is the Royal Borough of Kensington and Chelsea Safeguarding Children Partnership.** This is an independent statutory board that ensures everyone is working together for the safety and wellbeing of children and young people in the Borough and Collingham communicates readily with them. Collingham accepts students from across a range of boroughs and works according to the London Protocols and Safeguarding Procedures and the London Thresholds of Need Guide.

The website address for the LSCP is <https://www.rbkc.gov.uk/lscp> and the email address is socialservices@rbkc.gov.uk. Copies of the LSCP procedures are available from the college office. The Royal Borough of Kensington and Chelsea has a Safeguarding Lead, Elaine Campbell, for the purpose of referral, assessment and support for children requiring protection. The exception is where an allegation is against a member of the school staff and this is referred direct to the Local Authority Designated Officer (LADO).

The contact details for the Local Authority Safeguarding Lead, Elaine Campbell, are as follows: by telephone during office hours on: 0207 598 4440; Mobile: 077712 236 508 (Office Hours are Monday to Thursday 9:00am-5:15pm, Friday 9:00am-5:00pm). Outside of office hours and at weekends the emergency duty team can be contacted on 020 7361 3013 Email: elaine.campbell@rbkc.gov and whose address is: The Town Hall, Hornton Street, W8 7NX.

The Local Authority Designated Officer (LADO): Aqualma Daniel is the LADO. The contact details for the LADO are as follows: by telephone during office hours: 020 7361 3013. Outside of office hours including weekends, the emergency duty team can be contacted on: 020 7361 3013. His email address is: aqualma.daniel@rbkc.gov; KCLADO.enquiries@rbkc.gov

3. **The Proprietorship of Collingham School and the Board of Directors:** The Proprietors are Robert Marsden and Nicholas Browne. A Board of Directors has been appointed made up of Robert Marsden and Edward Browne. Edward Browne is the nominated Director with responsibility for Safeguarding. Robert Marsden is the appointed Chairman. The Board of Directors receive child protection and safeguarding training.
4. **Responding to allegations of abuse: The following procedures apply to all staff, including the Principal, volunteers and Board of Directors:** In order to prevent any possible delay, **all staff recognise that safeguarding is everyone's responsibility and know that they can make a referral to the Local Authority SAFEGUARDING LEAD or the LADO directly if they wish.** All unnecessary delays should be eradicated. In borderline cases, this can be done informally and without giving names in the first instance. The School will not investigate allegations without first gaining the agreement of the LADO. In the case of serious harm, the police are informed from the outset. Discussions will be recorded in writing, with any communication with both the individual and the parents of the child/children agreed. **If there are suspicions or an allegation is made against anyone who does not work at the school,** the DSL (or in their absence the Deputy DSL) must be informed as soon as practical. The DSL will immediately, or at least within 24 hours, make a referral to the RBKC Safeguarding Lead.

- **If an allegation is made against anyone working in the school (inclusive of supply staff and volunteers and contractors),** the Principal must be informed who will contact the LADO to discuss the allegation, consider the nature, content and context of the allegation and agree a course of action. In the absence of the Principal, the Director for Safeguarding must be informed. In the case of supply staff, the college will take the lead but keep the agency informed and involved.
- **If an allegation is made against the DSL/Principal,** then the Director for Safeguarding (Edward Browne) should be informed who will then contact the LADO without contacting or notifying the DSL/Principal.
- **If the allegation is made against the proprietors or members of the Board.** The Principal will, without informing the member of the Board in question, contact the LADO. The other members of the board or other proprietors will be kept informed, unless the allegation also relates to them.

Collingham will carefully consider whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. We give due weight to the views of the LADO and to our policy when making a decision about suspension.

5. **Purpose:** Collingham fully recognises its responsibility to safeguard and promote the welfare of children at our school. The purpose of this policy is to provide staff, volunteers and the Board of Directors with the guidance they need in order to keep children safe and secure in our school and to inform parents and

guardians how we will safeguard their students whilst they are in our care.

6. **Context:** We recognise that children and young people have a right to feel secure and cannot learn effectively unless they do so. Parents, carers and other people can harm children either by direct acts or failure to provide proper care, or both. Children may suffer neglect; emotional, physical or sexual abuse or a combination of such types of abuse. All children have a right to be protected from abuse. Whilst the school will work openly with parents as far as possible, the school reserves the right to contact Children's Social Care or the Police, without notifying parents if this is in the student's best interests. Our students have the right to respect and protection from abuse, regardless of age, gender, religion, race, nationality, sexuality, culture or disability. Our safeguarding Child Protection Policy is also dove-tailed with the Behaviour Management and Anti-bullying Policies.

We are committed to creating an environment where staff feel able to raise concerns (in accordance with locally agreed inter-agency procedures) and to feel supported in their safeguarding role. *Keeping Children Safe in Education* (DfE: 2022) makes it clear that anybody may make a referral to external agencies, if necessary. While it would be more common for the Designated Safeguarding Lead to make referrals to external agencies, it is most important that all adults understand that our threshold for taking action is not be placed unnecessarily high; perhaps leading to a failure to react to borderline cases. Our DSL receives informal advice from the borough's Safeguarding Lead, or one of her team, thus ensuring that children receive the right support in good time to address risks and prevent issues from escalating. This policy document gives advice on actions our staff should take when receiving a disclosure – including avoiding asking leading questions and explaining that confidentiality cannot be promised. Advice on the need to keep clear notes, and to reassess concerns where situations do not seem to be improving, to share information quickly, or where there is inaction, is included in this policy. Staff should also be familiar with the protections provided by the **Whistleblowing Policy** (which is on the school website) and the information contained in the **Staff Handbook**. In preparing this policy, we have been attentive to the nature, age range and other significant features of the school in the provisions made for safeguarding. In Collingham with an age range from 14-19 we are aware of the potential scope for problems relating to emotional health issues, body image, eating disorders, self-harm, and also radicalisation and extremism. Within the curriculum (including RSHE curriculum) and Spiritual, Moral, Social and Cultural education, we instil within students values that build resilience and prevent young people being drawn into radicalisation and extremism.

Safety issues, including on-line safety, are covered in the college's RSHE curriculum. The college is aware that abuse can take place wholly online and that technology can be used to facilitate offline abuse.

We have in place a Safer Recruitment Policy and our college is committed to following the safer recruitment procedures detailed within it. The college filters access to the internet and monitors student internet activity.

7. **Aims:** This policy inclusive of the procedures apply to all staff, the Proprietors and the Board of Directors. We work in full compliance with *Keeping Children Safe in Education* (DfE: 2023) and Independent School Standards Regulations. The aim of Collingham procedures is to prevent children being abused and to safeguard and promote the welfare of children at Collingham.

Collingham prides itself on respect and mutual tolerance. Parents, guardians and carers have an important role in supporting the college and open communications are essential which is why copies of this policy and others relating to issues of child protection are on our website.

8. **Whole Staff Responsibilities:** Collingham recognises that because of regular and sustained contact with children, school staff are well placed to observe the outward signs of abuse. Collingham will therefore:
- establish and maintain an environment where students feel secure, are encouraged to talk and are listened to;
 - ensure students know that there are adults in the school whom they can approach when they have concerns.
 - include opportunities in the RSHE curriculum for students to develop the skills they need to recognise and stay safe from abuse, including online abuse;
 - ensure policies and procedures are applied with due common sense and sensitivity;
 - treat all disclosures with the strictest confidence;

- ensure that parents have an understanding of the responsibility placed on the school and its staff for child protection by setting out its obligations in the college handbook and that parents are offered a copy of the policy on request;
- notify parents of our concerns, and provide them with opportunities to change the situation, where this does not place the student at greater risk;
- develop effective links with the Local Authority Safeguarding Lead and cooperate as required with their enquiries regarding child protection matters including attendance at Child Protection Case Conferences;
- liaise with other agencies that support children through normal referral routes and the CAF process.
- ensure that adequate filtering of the internet is in place and that students' private access is monitored.

9. Induction and On-Going Training for all staff and the Principal: Induction training for all new employees in a regulated activity (including temporary staff) takes place either before or on the day the person starts at the school. This includes:

- Child Protection Training (including on-line safety) which is renewed every three years, as recommended by our LSCP;
- identity and function of DSL, safeguarding policy and procedures, Staff Code of Conduct (including the whistleblowing procedure, use of IT and communications, and staff/student relationships);
- Part 1 and Annex B (all staff who work directly with children) and Part 1 or Annex A (all staff) of *Keeping Children Safe in Education* the latest edition being September 2023. This applies not only to new staff but all staff annually who must read and acknowledge;
- outlining key responsibilities for those working in schools as detailed in *The Prevent duty, Departmental advice for schools and childcare providers* (DfE 2015);
- discussion of key safeguarding policies, including the Behaviour Management, Anti Bullying (including cyber-bullying, prejudice-based and discriminatory bullying), mental health, filtering and monitoring of online content. A copy of Part 1 and Annex B of KCSIE 2023 (those working with children) and Part 1 or Annex A of KCSIE for other staff;
- direction in relation to the safeguarding response to children who go missing from education and children absent from education.
- All staff will be sent the college Mental Health policy which they will sign to confirm that they have read it.

All staff in regulated activity have regular child protection training, including online safety, renewed as specified by the LSCP in frequency and content (every three years). Informal supplementary training is kept up to date, at least annually. All staff receive Prevent training every three years. Collingham ensures that sufficient relevant staff are trained in safer recruitment processes as set out in the Safer Recruitment Policy and Procedures.

All new staff are given and read the latest KCSIE document as part of their induction. All other staff are provided with and read all updated KCSIE documents. All staff are expected to confirm in writing annually that they have read and understood our core policies including this Safeguarding Policy, and are assessed on their understanding of the college's safeguarding practices.

10. Designated Safeguarding Lead (DSL), Deputy DSL and their Responsibilities (including the Prevention of Radicalisation):

The Proprietors have ensured that Collingham has appointed two Designated Safeguarding Leads (DSL) (James Alder and Paul Caffell) to take lead responsibility for safeguarding and child protection (including online safety). The DSL has the status and authority within the college to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. The DSL is the first point of contact for external agencies who are pursuing Child or Adult Protection investigations and co-ordinates the college's representation at Child or Adult Protection conferences and Core Group meetings (including the submission of written reports for conferences). However, if required, the Deputy DSL is able to undertake these responsibilities. Temporary and contracted staff are made aware of the arrangements for safeguarding and reporting concerns according to this policy.

The DSL's role includes providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other

staff to do so, and to contributing to the assessment of children. Our deputies are trained to the same standard as the designated safeguarding lead. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility is not delegated.

During term time the designated safeguarding lead (or a deputy) is always available (during school and college hours) for staff to discuss any safeguarding concerns. Adequate and appropriate cover arrangements are made for any out of hours/out of term activities.

11. Prevent Duty

The Board of Directors, Principal and staff are fully aware of their duty of assessing the risk of our students being drawn into terrorism including support for terrorist ideology fundamental to which are extremist ideas. It is incumbent on us to be vigilant in ensuring that our students are safe from extremist and terrorist material when accessing the internet. Integral to our e-safety strategy is ensuring that appropriate filtering is in place. We take into account the Royal Borough of Kensington and Chelsea (LSCP) arrangement to fulfil *Prevent* duties as outlined in *The Prevent duty, Departmental advice for schools and childcare providers* (DfE 2015). This is achieved through the curriculum, our coverage of e-safety in the college's RSHE programme, being aware of student behavioural changes, being alert to any attempted external influences on the college and of, course through staff training. Prevent training is carried out by the Designated Safeguarding Lead and Deputy Lead and all Personal Tutors. INSET is provided for all staff in relation to Prevent awareness. Our college promotes young people in making positive choices about their lives and endorses the Channel early intervention scheme for children who could be at risk of radicalisation, together with the active promotion of British values and an understanding of extremism and radicalisation. Advice and support regarding extremism can be sought from RBKC.

The suitability of all visiting speakers is checked, whether they are invited by staff or students.

Aysha Esakji, Bi-borough Prevent Officer – Counter Extremism Telephone: 0208 753 2458 / 07825 904191 Email: aysha.esakji@lbhf.gov.uk

The DfE dedicated telephone helpline and mailbox for non-emergency Prevent advice for staff is 020 7340 7264 and counter.extremism@education.gov.uk.

All Prevent training is refreshed every three years. A review of the college's Prevent strategy is undertaken every two years.

12. The safeguarding function of the Board of Directors as a whole includes:

- monitoring the policy, procedures and the efficiency with which they are carried out;
- ensuring that there are clear job specifications for the DSL and the deputy DSL;
- allocating adequate time allowance, funding, supervision and support which will enable fulfilment of these job specifications with regard to child welfare and safeguarding responsibilities;
- regularly reviewing the practice of safeguarding within the school, and giving opportunities for any concerns to be voiced;
- ensuring that all Board Members have an understanding of the methodology of the teaching of safeguarding issues within the school;
- ensuring that they have undergone sufficient training to be equipped with the knowledge to fulfil their safeguarding functions.

13. The safeguarding function of the Director appointed for safeguarding includes:

- having responsibility for the monitoring of the safeguarding process alongside the DSL and the dissemination of that process to the Board of Directors;
- presenting with the DSL an annual detailed report to the Board of Directors for their review;
- ensuring that the report and the minutes are sufficiently detailed to demonstrate both the breadth and the depth of the review;
- having responsibility for ensuring that the DSL has informed all staff (teaching, non-teaching, contractors, agency staff and volunteers) of the policy content, has checked their understanding of it and is monitoring the policy in practice.

14. Safe Working Practices for the Safeguarding and Protection of Students and Staff at Collingham:

It is essential that all staff, the Proprietors and the Board of Directors working in the college are aware of how to pass on any concerns about other members of staff and be conscious of how they should conduct themselves to minimise the risk of finding themselves as the subject of any child protection processes. Our Staff Code of Conduct Policy gives staff specific guidance to help them avoid allegations of abuse.

The prime concern at all stages must be the interests and safety of the student. Where there is a conflict of interests between the child and parent, the interests of the child must be paramount.

Indicators of abuse and neglect:

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

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

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

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

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

What our staff must know and do: All cases of suspected child abuse should be given the highest priority. The following sequence of events should be adhered to. Where you think there might be reasonable grounds

for suspecting abuse:

- **LISTEN** to what the student has to say and take them seriously; reassure the student but advise that you cannot promise to keep a secret. If there is a requirement for immediate medical intervention, assistance should be called for.
- **RECORD** in detail the circumstances and timings of the disclosure including the nature and extent of any injuries, explanations given by the student and the action taken (which may be used in any subsequent court proceedings), within 24 hours of the disclosure. **YOU MUST NOT INVESTIGATE THE INCIDENT, ASK LEADING QUESTIONS OR REPEATEDLY QUESTION/ASK THE STUDENT TO REPEAT THE DISCLOSURE OVER AND OVER.**
- **REPORT** all suspicions, concerns, instances and allegations of actual or suspected child abuse or neglect concerning adults outside of school immediately to our Designated Safeguarding Leads (DSL): James Alder (Principal) and Paul Caffell (Head of GCSE). **In the absence of the DSL** inform the Deputy DSL: Kerim Aytac (Director of Studies) who will then contact the Kensington and Chelsea Safeguarding Lead (SAFEGUARDING LEAD). Concerns in relation to staff should be reported to the Principal and in his absence, the Safeguarding Director (Edward Browne).
- **REMEMBER** – speed is essential - The Local Authority SAFEGUARDING LEAD will then provide advice, instruction and direction as is relevant.

All college staff should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Staff with safeguarding experience are invited to contribute to the writing of policy.

Collingham uses CPOMS to record all safeguarding concerns and behavioural incidents.

The college compiles the following registers:

- Vulnerable students
- Students with medical conditions
- Students with SEND

The college keeps the following logs:

- Anti-bullying
- Safeguarding Concerns
- Sanctions
- Behaviour log
- Child on child abuse

15. The DSL has responsibilities following a report of concerns from a member of staff.

- The DSL must make a referral to the Local Authority Safeguarding Lead within 24 hours if there is a disclosure or an allegation of abuse, or reasonable cause to suspect a student is at risk of, or is suffering, significant harm.
- If there are grounds for concern, the DSL must contact the Local Authority Safeguarding Lead. This will always be done where there is a disclosure that relates to student-on-student abuse within the school or abuse that relates to events outside the school.
 - The DSL will make a clear statement of the known facts; any suspicions or allegations; whether or not there has been contact with the student's family;
 - If the DSL feels unsure about what the student has said or what has been said by others then the DSL can telephone the Local Authority Safeguarding Lead to discuss concerns. To do so will not constitute a child abuse referral and may well help to clarify a situation;
- **If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to children's social care and the police immediately. Anybody can make a referral.** The student can be kept in school if advised to do so by these agencies. The parent should be informed and a

decision should be made with the Local Authority Safeguarding Lead/police about who should do this.

- Normally, the DSL will try to discuss any concerns about a student's welfare with the family and where possible to seek their agreement to making a referral to the Local Authority Safeguarding Lead if necessary. However, in accordance with DfE guidance, this will only be done when this will not place the student at increased risk. The student's views will also be taken into account.
- Where there are doubts or reservations about involving the student's family, the DSL should clarify with the Local Authority Safeguarding Lead or the police whether, and if so when and by whom, the parents should be told about the referral. This is important in cases where the police may need to conduct a criminal investigation. Where appropriate, the DSL should help the parents understand that a referral is in the interests of the student and that the school will be involved in the enquiry or police investigation, as per the Children Act 1989.

16. Report regarding a concern relating to a member of staff:

- All staff, including the DSLs and contractors, should report any allegations or suspicions of abuse relating to members of staff directly to the Principal and in her absence the Director with Responsibility for Safeguarding.
- Disclosures or allegations that meet the harm threshold will be referred to the LADO (via the Local Authority SAFEGUARDING LEAD) within one working day of a disclosure. The Principal or the Director with Responsibility for Safeguarding will not investigate until they have spoken to the LADO.
- Similar disclosures or allegations regarding the Principal should be made to the Director with Responsibility for Safeguarding who will investigate and refer immediately to the LADO without informing the Principal.
- For all allegations, other than those found to have been malicious or false, the following information is kept on the file of the person accused:
 - a clear and comprehensive summary of the allegation;
 - details of how the allegation was followed up and resolved;
 - a note of any action taken, and decisions reached and whether the outcome was substantiated, unsubstantiated or unfounded;
 - a copy provided to the person concerned, where agreed by children's social care or the police;
 - declaration on whether the information will be referred to in any future reference.
- Low-level concerns are concerns that do not meet the harm threshold. These may arise from a variety of sources, including suspicion, complaint, a disclosure (by child or adult) or during vetting checks. The college recognises that it is critical that a culture is created in which all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately. This enables an open and transparent culture, the early identification of concerning, problematic or inappropriate behaviour, minimises the risk of abuse, ensures that adults working in schools are clear about and act within professional boundaries in accordance with the values and ethos of the institution, and protects those working in or on behalf of schools from potential false allegations or misunderstandings.

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 contact outside of work, and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.
- These behaviours can exist on a wide spectrum, from inadvertent to that which is ultimately intended to enable abuse. They include, for example:
- being over friendly with children;

- having favourites;
- taking photographs of children on their mobile phone;9
- engaging with children on a one-to-one basis in a secluded area or behind a closed door;
- using inappropriate sexualised, intimidating or offensive language.
- Humiliating children.

Low-level concerns about a member of staff should be reported to the Principal. Staff should feel confident to self-refer. Low-level concerns about someone employed by a contractor should be shared with the Principal, the concern recorded, and their employer notified so that potential patterns of inappropriate behaviour can be identified. Where a third party has raised the concern, the Principal will collect as much evidence as possible by speaking:

- directly to the person who raised the concern (if known);
- to the individual involved and any witnesses.

The Principal will record all low-level concerns in writing. This will include:

- details of the concern;
- the context in which it arose;
- evidence collected by the DSL where the concern has been raised via a third party;
- the decision categorising the type of behaviour;
- action taken;
- the rationale for decisions and action taken;
- the name of the individual sharing the concerns (respecting any wish to remain anonymous as far as possible).

The records will be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK GDPR. They will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where such a pattern is identified, the school will take action through its disciplinary procedures or, if it meets the harms threshold, refer to the LADO. Consideration will be given to whether there are wider cultural issues within the school that enabled the behaviour to occur and where appropriate policies could be revised or extra training delivered to minimise the risk of it happening again. The school will retain this information at least until the individual leaves its employment.

17. Missing Children: A student going missing from an education setting is a potential indicator of abuse or neglect. Our staff will follow the school's procedures for dealing with students who go missing, particularly on repeat occasions. There could also be implications for such students regarding radicalisation and exposure to extremist views and possible terrorism. They should act to identify any risk of abuse and neglect, including sexual abuse or exploitation. Staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage. Details of how to report FGM to the police can be found at <https://www.met.police.uk/advice/advice-and-information/fgm/how-to-report-fgm>.

Collingham College is vigilant about the completion of its admission register and an attendance register. It is the college's policy that parents, Personal Tutors and the Principal are kept informed of all absences during the college day. Repeated absenteeism is followed up by the Personal Tutor with both student and parents.

Two emergency contact numbers are recorded for each student.

18. Children Missing Education: All staff should be aware that children missing from education can act as a vital warning sign of a range of safeguarding possibilities. The college has a clear policy in relation to the details that must be recorded on the Admissions Register; the keeping of the Attendance Register; the removal and the adding of students to the Admissions Register; the recording and reporting of students who leave or enter the college at non-standard transition points; the way in which it works with local authorities to locate students who are missing from education; and its transfer of files to a student's new school. (See *Children Missing Education Policy*).

19. Use of mobile telephones, cameras and Online Access: In general, staff should not use mobile telephones

in the presence of students. The recording of images of children by any means is a particularly sensitive subject and one which staff and the Board of Directors are made aware of for both the students' and their own safety. Any images or recordings should only be edited or stored on school computers with the express permission of the Principal. Personal mobile telephones should never be used for these purposes, and photographs or recordings should only be made where there is a legitimate school purpose. Students' privacy and dignity must be preserved at all times. Images or recordings should not be transmitted to third parties without permission of the Principal or parents of the student involved. This guidance also applies to all students.

The college has appropriate filtering systems on its internet facilities but recognises that most students have access to the internet on their mobile phones via 3G/4G/5G. The College's online policy has been set up to monitor for, and prevent access to, online material that may cause harm through content, contact, conduct and commerce. The college's approach to mobile phone and internet usage is made clear in its E-safety Policy and Procedures including acceptable use of ICT and cyber bullying. The college will monitor student access to online content. Filtering processes, including monitoring and filtering systems are overseen by the Deputy Principal, in conjunction with the college's IT contractors. Filtering and monitoring is via SonicWall, a hardware based firewall, in both buildings. Monitoring student usage is an all staff issue, and they have been trained in how the college's monitoring systems work. Staff have also been trained to be vigilant around student use of their own data, using their own devices, around content, contact, conduct and commerce. If staff have concerns about a student you should inform the Principal, Deputy Principal or Head of GCSE. The effectiveness of filtering and monitoring systems will be reviewed annually, unless a significant misuse warrants an immediate review. Internet use by students and staff will be reviewed monthly by the Directors, Principal and Deputy Principal. Should there be an instance of misuse, this will be reviewed by the Principal and Deputy Principal. The Deputy Principal will check for misuse weekly, and record checks in the internet monitoring log. Reviews conducted at Directors' meetings will be recorded in log and also in minutes of the meeting. The school takes guidance from the Department of Education's Filtering and monitoring standards to decide what is appropriate use, with additional input from the Principal and Deputy Principal. E-safety is covered in the college's RSHE programme and Personal Tutors are aware of the risks that young people face in the online world and advise accordingly. All online guidance detailed in the E-safety Policy applies regardless of the means by which the internet is being accessed.

20. Online teaching: In the delivery of online teaching, all usual safeguarding practices apply. In addition, staff may not:

- record lessons under any circumstances.
- use any other platforms other than that Microsoft Teams that has been designated to engage with students.
- share personal information with students.
- contact students from an email address other than their Collingham email address.
- contact or respond to student requests to meet on Teams (either through the Call or Video functions) outside of college hours (unless otherwise sanctioned to do so).
- leave their cameras on and unattended.

Teachers must:

- teach in a private and appropriate space, out of view and earshot of other adults, and ensure that students do the same;
- report student attendance as usual.

The college's DSLs and DDSL remain contactable at any time via Teams. Safeguarding concerns should be raised with the DSLs as usual without delay.

21. Allegations of abuse by one or more children on another child (child-on-child abuse): In circumstances where there is an allegation of abuse by one or more children against another child, it is essential that all children involved, whether perpetrator or victim, are treated as being 'at risk'.

The procedures for dealing with such abuse, where there is 'reasonable cause to suspect that a child is suffering or likely to suffer, significant harm' are that the allegation or disclosure must be reported to the DSL immediately, but at least within 24 hours of it becoming known.

We will refer child-on-child abuse to an external safeguarding agency where there is a risk of significant harm. The DSL will report to the Local Authority Safeguarding Lead as above. All staff recognise that children are capable of abusing other children (including online) and are clear as to the college's policy and procedures with regard to child-on-child abuse. Staff are trained and informed in how to recognise the signs of child-on-child abuse and manage a report. They are made fully aware of the college's Anti-Bullying Policy.

Child-on-child abuse should be recognised as such and never be tolerated or passed off as 'banter' or 'part of growing up'. To help minimise the risk of such abuse, students are taught to recognise such behaviours as abuse as part of the school's RSHE programme. Personal Tutors are well able to offer support to students in relation to this issue and understand the importance of reporting such allegations immediately to the DSL. Any allegation of child-on-child abuse will be promptly and thoroughly investigated, and treated according to its gravity. The threshold for dealing with an issue of pupil behaviour or bullying under the safeguarding procedure is, subject to local specifics as in any other case, when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the school's response will include referral to children's social care or the police. Victims and perpetrators will be supported within the pastoral care structure, taking account of their views and feelings, and support may include counselling where appropriate. The college recognises that girls are more likely to be the victims of child-on-child abuse but takes the approach that all such abuse is unacceptable and will be taken seriously regardless of the gender of either victim or perpetrator.

Child-on-child abuse can happen within as well as outside the college and online. It can take a number of forms which can include (but is not limited to):

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse within intimate partner relationships including between children;
- physical abuse such as hitting, kicking, shaking, biting, hair-pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos. Even if explicit material is sent or elicited without malicious intent, the consequences are serious and put those involved at risk of serious harm. Having or sending explicit material on digital devices is also a criminal offence for those under 18. Students are taught about sexting as part of their internet safety education. The college takes incidences of sexting extremely seriously, and deals with them in accordance with child protection procedures, including reporting to the police.
- causing someone to engage in sexual activity without their consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- initiation or hazing type violence and rituals;
- 'up-skirting' which 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.

The college understands that addressing inappropriate behaviour (even it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Child-on-child abuse can sometimes be hidden abuse and the college makes its staff aware that the absence of reports does not necessarily mean it is not happening. Staff should not downplay or dismiss such concerns, but remain vigilant and report any such disclosures. The college maintains a zero tolerance approach to sexual violence and sexual harassment. Such behaviour is never acceptable and will not be tolerated. The college uses the Toottoot app as one of the ways it encourages and enables students to report their concerns.

- 22. Allegation of abuse of a child who is not a child at the school:** If Collingham was given information that suggested that a member of staff was abusing a child who is not a student at the College, the DSL would immediately report to the Local Authority Safeguarding Lead and follow the procedure as if it was one of

our own students.

23. Vulnerable Students: Particular vigilance will be exercised in respect of pupils who are recorded on the college's Record of Vulnerable Students or the Record of Students with Medical Conditions. An appropriately trained, designated member of staff is appointed to have responsibility for the welfare and progress of looked-after children. The college has a Mental Health Lead who is a trained counsellor. They offer informed advice in relation to the college's support of vulnerable students and are available to students for guidance and support. The college will consider referring students to other agencies and consider interagency working if this would benefit the student.

24. Safeguarding SEN and Disabled students: Students who have SEN or who are disabled have exactly the same rights as other students; to be safe from abuse and neglect, to be protected from harm and to achieve the 'Helping Children Achieve More' outcomes. However, SEN and disabled students can experience greater risks, vulnerability and unequal access to services and resources. They may have additional needs relating to physical, sensory, cognitive and/or communication impairments. The college will consider referring students to other agencies and consider interagency working if this would benefit the student.

Our staff receive relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding abuse of a SEN or disabled student. Some SEN and disabled students may be more vulnerable to abuse because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children may be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- there is a more significant potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing signs;
- there may be communication barriers and difficulties in managing or reporting these challenges;
- the cognitive understanding of children with SEND may inhibit their ability to differentiate between fact and fiction in online content and they may be more prone to repeat the contents/behaviour in school;
- these children may have fewer outside contacts than other students;
- they may be receiving intimate, personal care.

25. Working in Partnership and Responding to Parents and Carers: Our college works in partnership with parents/guardians/carers and local authorities communicating as clearly as possible with them (in particular with parents for whom English is not their first language) for the best outcomes for students.

The Principal/DSL must be notified of a concern before involving parents/guardians/carers in conversations about abuse. Parents/guardians/carers will be informed as soon as possible where appropriate about any concerns regarding their children. Parents/guardians/carers will usually be told the source of a referral if it comes from a professional agency e.g. a school. However, members of the public can ask to remain anonymous. The parent/guardian/carer will normally be contacted before a referral is made to the Kensington and Chelsea LSCP. However, if the concern involves alleged or suspected sexual abuse, honour based violence, fabricated or induced illness or the DSL has reason to believe that informing the guardian at this stage might compromise the safety of the student, or a staff member, there will be no contact by the school prior to the referral (although the reasons for this course of action will be documented on the referral).

Where a student sustains a physical injury or is distressed as a result of reported chastisement, or alleges they have been chastised by the use of an implement or substance, this will immediately be reported for investigation to the Kensington and Chelsea LSCP. Referrals will be confirmed in writing. The School recognises the need to be alert to the risks posed by strangers or others (including the parents, guardians or carers of any children) who may wish to harm children in or out of School.

Parents/guardians/carers are reminded that in matters of parental contact or residency, the school will not act as a mediator for parents. The school will seek to protect the interests of the student, first and foremost. Parents who expect the school to actively take sides outside the best interests of the student will find that

their child is referred to the appropriate relevant agency to protect the child from being at risk of emotional harm. Contact orders (child access) must be given to the school by the parents so that these can be meticulously followed, including any timely revisions, in accordance with our school's terms and conditions. Parents are informed of our safeguarding responsibilities; this policy is available on the school's website and from the school office. Collingham does not give out contact information/personal details to other parents, without permission.

- 26. Listening to the concerns and wishes of children and young people:** Collingham ensures that children's wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual children, acting in their best interests. We believe it is critical that our students have an adult who they can trust and Collingham ensures that there are appropriate systems so students know who they can turn to and that staff will listen to them. These include:
- Personal Tutor meetings
 - RSHE sessions
 - a direct email address for the college Counsellor
 - advice regarding use of helplines such as NSPCC and Childline (Contact numbers are at the bottom of this policy) and support services.

Staff understand that it is important for students to confidently report abuse, knowing their concerns will be treated seriously.

- 27. Teaching children how to keep safe:** We teach children how to keep safe through:

- RSHE sessions
- Advice from Personal Tutors
- Safeguarding elements in our Enrichment programme

These programmes are tailored to meet the needs of each year group and teachers are able to respond to issues arising and concerns raised.

- 28. Records:** Written notes will be kept of all incidents relating to individual students. This information may be shared with other agencies; the views of the student who is the subject of the concern will be taken into account but staff will be alert to the dangers of keeping "secrets". All contact with parents and external agencies will be logged and kept in Child Protection records which are kept separate from educational records and can only be accessed by designated people within the school.

If a student is withdrawn from the school, all efforts will be made to identify the school to which the student is being admitted; their confidential educational and child protection records will be sent separately.

- 29. Whistleblowing:** Our whistleblowing policy is integrated into training and codes of conduct. We make it clear both in induction and other training and in guidance provided for staff that they have a responsibility to speak up about safeguarding and welfare matters within our college and to external agencies where necessary. This is one part of the way in which we establish in our school, a positive safeguarding culture. We have a culture of safety and raising concerns. There are procedures for reporting and handling concerns, and provision for mediation and dispute resolution where necessary.

- 30. Child's Death:** In the event of a death of a child the Principal must notify both the Royal Borough of Kensington and Chelsea and the Child Death Overview Panel (CDOP), via the Local Authority SAFEGUARDING LEAD and the DfE.

- 31. Deficiencies and Weaknesses:** It is the duty of all members of staff, the directors and the proprietors to draw to the attentions of the DSL any weakness or deficiencies in this policy. The DSL will ensure that this is then followed up without delay, with policies and procedures being updated as needed rather than waiting for any regular review date.

- 32. Complaints:** All complaints arising from the operation of this policy should be referred to the DSL (who will keep the Board of Directors informed). If the complaint relates to the Principal who is also the DSL, this should be referred directly to the Director with responsibility for Safeguarding who will arrange for the complaint to be investigated.

33. External hire of the college in vacation periods: The college requires the lessee to comply with the following safeguarding arrangements [as detailed in Keeping Children Safe in Education (Sept 2023 and any future updates) and Keeping Children Safe in out-of-school settings – as in after-school clubs, community activities, and tuition (Sept 2023 and any future updates)]. The following are conditions of use and occupation of the premises; failure to comply with these would lead to termination of the agreement.

The lessee will need:

For Safeguarding and Child Protection: To have an effective safeguarding and child protection policy and a staff code of conduct in place, and ensure all staff and volunteers understand and comply with these two policies.

To review their policy, procedures and training on an ongoing basis to ensure the children are safe - be aware of, and have training on, specific safeguarding issues that can put children at risk of harm.

- To have clear procedures on what to do if there are concerns about a staff member, volunteer or another adult who may pose a risk of harm to children.
- To appoint a DSL who has undertaken safeguarding and child protection training so that he/she has a good understanding of specific safeguarding issues, and give his/her contact details, so that parents can raise any safeguarding concerns, ensuring that the DSL and all staff know the local referral route into children's social care.
- To report any allegation against staff to the LADO and police as soon as possible.

For Suitability of Staff and Volunteers:

- To carry out all required pre-employment checks on staff and volunteers.
- To have regular performance reviews in place to check the suitability and training requirements of staff and volunteers after their appointment.
- To ensure they report to the DBS anyone who has been removed or left because of concerns about their suitability to work with children.

For Health and Safety:

- To consider the safety of the setting for employees, children and young persons, and identify any risks, writing an appropriate risk assessment, and taking steps to reduce these.
- To have a fire safety and evacuation plan.
- To have paediatric first aid training where children aged 5 and under attend the provision.
- To have first aid training and a first aid kit to hand and know what to do in an emergency where children over 5 are attending.
- To have more than one emergency contact number for each child.
- To know of any medical concerns or allergies of the children attending.

For Governance/Management:

- To have a clear complaints procedure.

- To have an effective whistle-blowing policy.
- To have a clear staff code of conduct.
- To have a clear line of accountability for safeguarding.
- To have a clear record of safeguarding training provided to staff and a schedule of refresher training

This policy applies to all students of Collingham GCSE and Sixth-form College

Legal Status

- Keeping Children Safe in Education (September 2023) (KCSIE)
- Non-statutory interim supplement to KCSIE: Safeguarding and remote education during coronavirus (COVID-19)
- Disqualification under the Childcare Act 2006 (September 2018)
- Working Together to Safeguard Children (September 2018) (WT)
- Information sharing (2018)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019, updated September 2021)
- Prevent Duty Guidance: for England and Wales (July 2015, updated April 2021) (Prevent).
- The Prevent duty: Departmental advice for schools and childminders (June 2015)
- The use of social media for on-line radicalisation (July 2015)
- Schools COVID-19 operational guidance (August 2021)
- This policy is also consistent with any other relevant and current regulations issued by the Secretary of State and any other guidance concerning Safeguarding Children to which schools are obliged to have regard.

Applies to: The whole college and all other activities provided by the college, inclusive of those outside of the normal college hours; all staff (teaching and support staff), contractors, supply staff, agency staff, students on placement, the Proprietors and the Board of Directors.

This policy has been compiled in conjunction with and reference to the following related documents and policies which are:

- **available on the Collingham website and also on request from the school office:** Anti-bullying; Behaviour Management including Discipline, Sanctions and Exclusions; Child Protection: Quick Referral Charts; Children Missing Education; Designated Safeguarding Lead – Job Specification; First aid; Educational Visits and Off-site activities; E-Safety including Cyber Bullying; Mental Health; Special Educational Needs and Disabilities; RSHE and Spiritual, Moral, Social and Cultural (SMSC) Education; Whistleblowing; Staff Code of Conduct.
- **available on the Staff Share:** Preventing Extremism and Radicalisation; Safer Recruitment; Types, Patterns, Recognitions and Indicators of Abuse and Neglect; *Keeping Children Safe in Education. Statutory guidance for schools and colleges.* (DfE: September 2022)

Availability: This Policy is made available to parents, staff and pupils via the college website and on request a copy may be obtained from the college office

Monitoring and Review: This policy is subject to continuous monitoring, refinement and audit by the Principal and Designated Safeguarding Lead (DSL). The Proprietors and Board of Directors will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. This policy will be reviewed no later than July 2023, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay.

Signed:

Date: September 2023

Dr James Alder
Principal

Edward Browne and Robert Marsden
Board of Directors

Key Contacts

Ofsted Piccadilly Gate, Store Street, Manchester, M1 2WD Tel: 03001234666

Email: enquiries@ofsted.gov Web: www.ofsted.gov.uk

Independent Schools Inspectorate CAP House, 9-12 Long Lane London, EC1A 9HA Tel: 0207 600 0100

Email: concerns@isi.net Website: www.isi.net

Disclosure and Barring Service (DBS)

Address for referrals: PO Box 181, Darlington, DL1 9FA Telephone for referrals: 01325 953 795

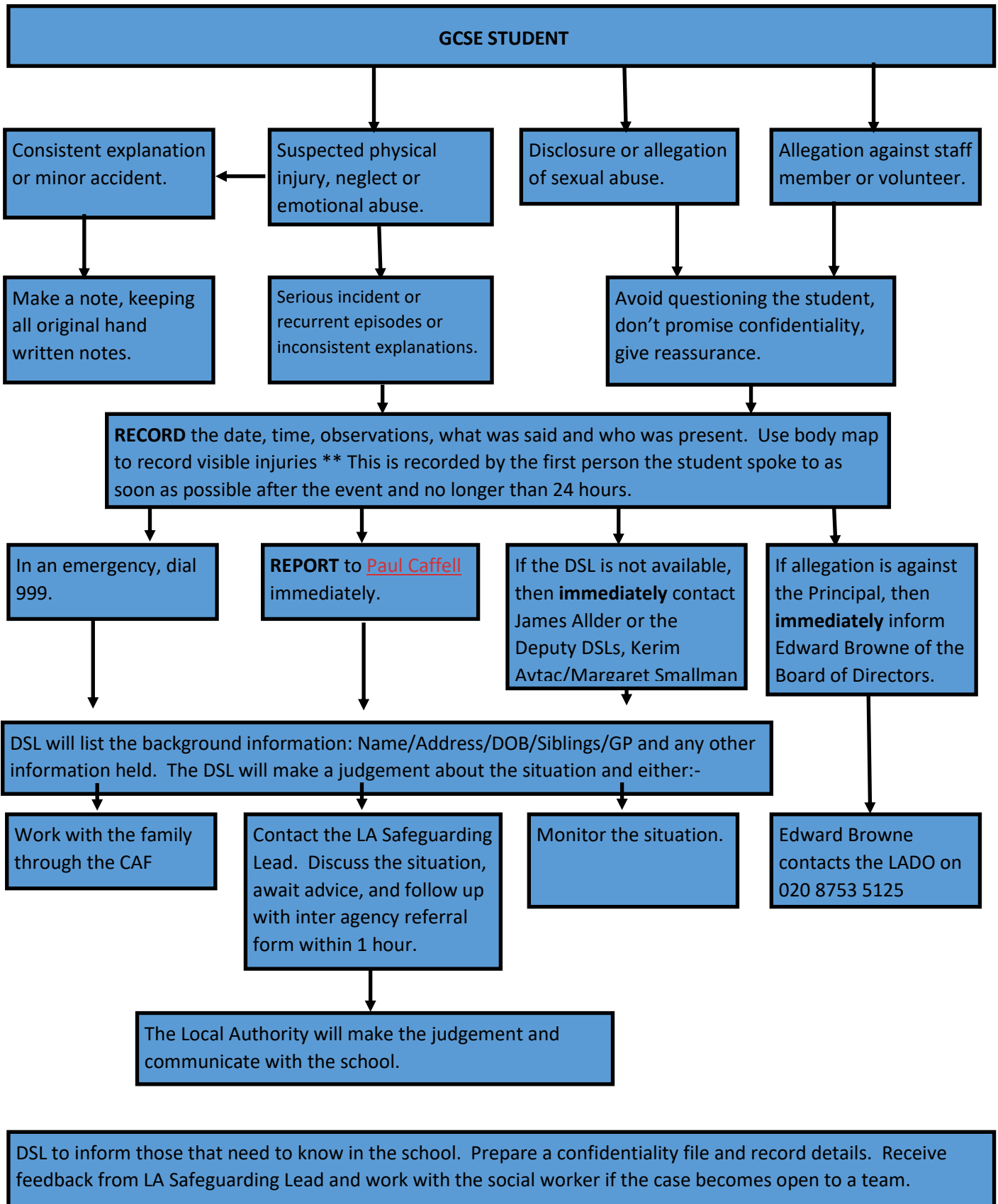
Telephone for customer services: 0870 909 08 Email: customerservices@dbs.gsi.gov.uk

NSPCC Child Protection Helpline: 0808 800 5000 **Childline:** Tel: 0800 1111 www.childline.org.uk

London Safeguarding Protocols and Procedures: <https://www.londonsafeguardingchildrenprocedures.co.uk/>

London Threshold of Need Guide <https://www.londonsafeguardingchildrenprocedures.co.uk/thresholds.html>

QUICK REFERRAL FLOW CHART



Note: The concerns listed above are not exhaustive. Staff can and should also record and report other concerns, such as general welfare concerns.

DSL — Designated Safeguarding Lead

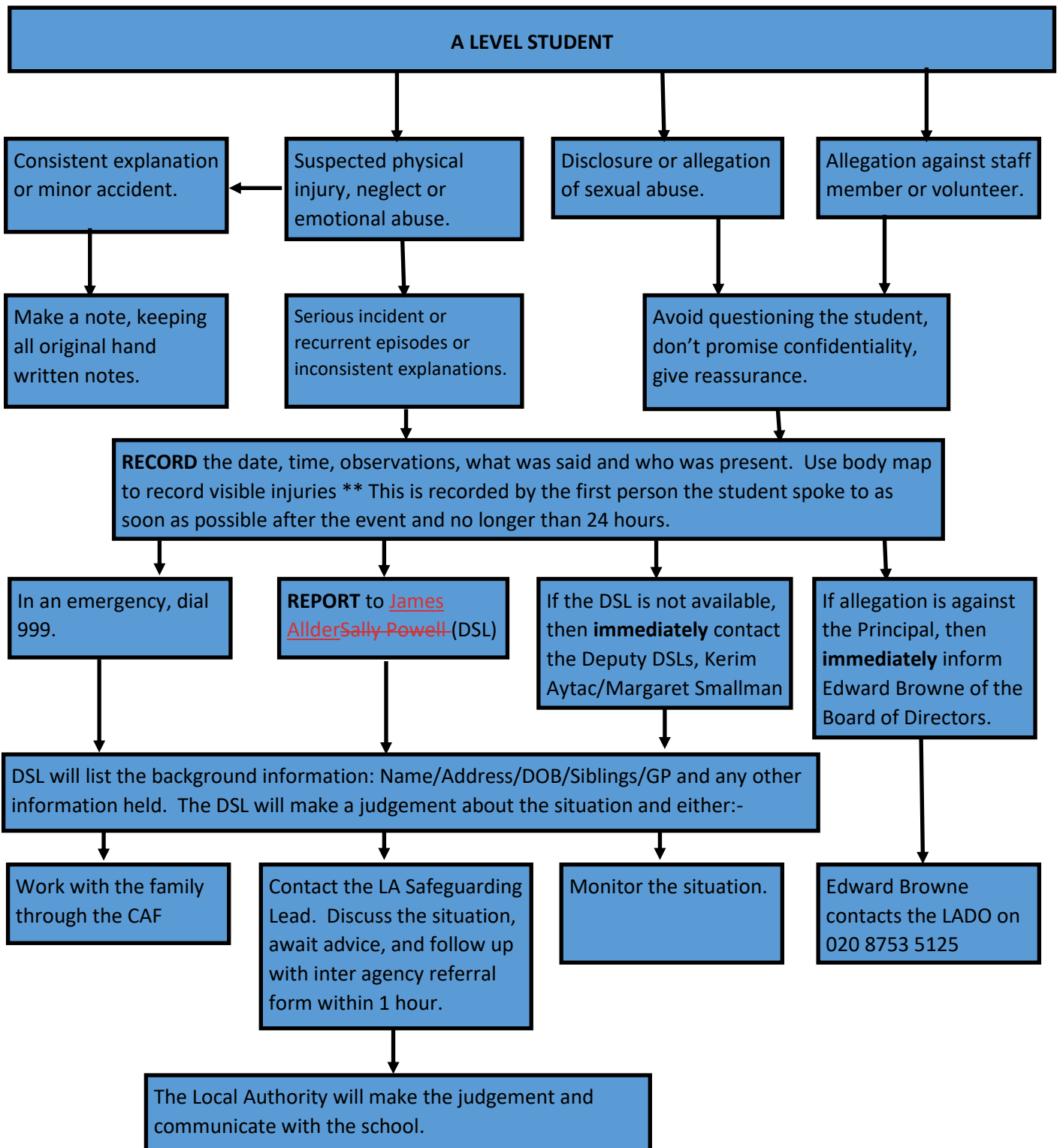
SAFEGUARDING LEAD — Kensington and Chelsea (LSCP)

CAF — Common Assessment Framework

LADO — Local Authority Designated Officer

Collingham College is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

QUICK REFERRAL FLOW CHART



DSL to inform those that need to know in the school. Prepare a confidentiality file and record details. Receive feedback from LA Safeguarding Lead and work with the social worker if the case becomes open to a team.

Note: The concerns listed above are not exhaustive. Staff can and should also record and report other concerns, such as general welfare concerns.

DSL — Designated Safeguarding Lead

SAFEGUARDING LEAD — Kensington and Chelsea (LSCP)

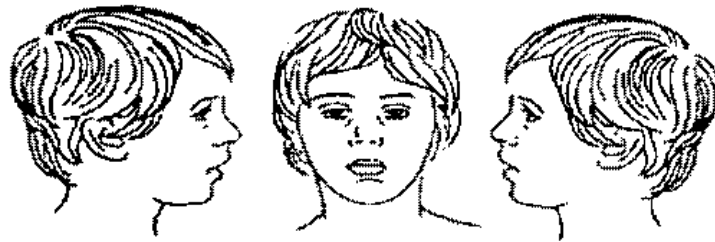
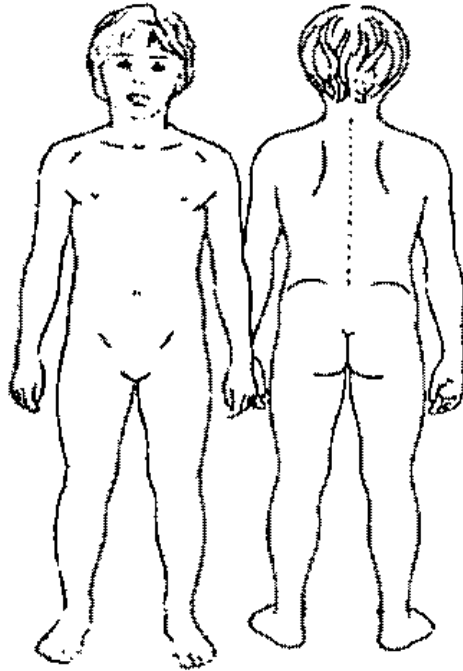
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Collingham College is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

BODY MAP

Indicate any injury on the appropriate section of the diagrams below – DO NOT PHOTOGRAPH IT



**** In using this Body Map, it is to be clear to our school and staff that, notwithstanding the diagram, they should only view parts of the child's body which are normally visible.**

Further information

This appendix contains important additional information about specific forms of abuse and safeguarding issues. All college staff who work directly with children should read this.

As per the college's safeguarding document, if staff have any concerns about a student's welfare, they should act on them immediately. They should follow the college's Child Protection Policy and speak to the Designated Safeguarding Lead (or Deputy).

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

Role of the Designated Safeguarding Lead

Managing referrals: The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required, and
- where a crime may have been committed to the Police as required. (NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.)

Working with others: The designated safeguarding lead:

- acts as a source of support, advice and expertise for all staff
- acts as a point of contact with the safeguarding partners
- liaises with the Principal to inform him or her of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.
- as required, liaises with the "case manager" and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- liaises with staff (especially teachers, pastoral support staff, IT technicians, the senior mental health lead and the special educational needs coordinator (SENCO)) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- liaises with the senior mental health lead where safeguarding concerns are linked to mental health
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- works with the Principal and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school. This includes:
 - ensures that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
 - supports teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Information sharing and managing the child protection file: The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information is kept confidentially and stored securely. Records include:

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

The schools ensures that the file is only accessed by those who need to see it and where the file or content within it is shared. Where children leave the school (including in year transfers) the designated safeguarding lead ensures that their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This is transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. As a receiving schools, we ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCO's) or the named person with oversight for SEND in colleges, are aware as required. Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes.

In addition to the child protection file, the designated safeguarding lead also considers if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising awareness: The designated safeguarding lead:

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

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

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children

- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school and continue to foster a whole-school approach
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- obtain access to resources and attend any relevant or refresher training courses, and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

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

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

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

Understanding the views of children: It is important that all children feel heard and understood. Therefore, designated safeguarding leads (and deputies) are supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them, and,
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information: The recording, holding, using and sharing of information effectively is critically important. Therefore, the designated safeguarding lead is equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between secondary and sixth-form education, and with the safeguarding partners, other agencies, organisations and practitioners
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by

people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

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

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

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

www.actionagainstabduction.org and www.clevernevergoes.org.

Children and the court system

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

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

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education

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

Children with family members in prison

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

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

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

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

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

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

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

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

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

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

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

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

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

County lines

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

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

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

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

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

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

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk).

Cybercrime

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

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

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

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

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

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

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

Domestic abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act). Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

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

Operation Encompass

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

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked. Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- [NSPCC- UK domestic-abuse Signs Symptoms Effects](#)
- [Refuge what is domestic violence/effects of domestic violence on children](#)
- [Safelives: young people and domestic abuse.](#)
- [Domestic abuse: specialist sources of support - GOV.UK](#) (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)
- [Home : Operation Encompass](#) (includes information for schools on the impact of domestic abuse on children)

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

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

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some

cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. The Department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: [here](#).

So-called ‘honour’-based abuse (including Female Genital Mutilation and Forced Marriage)

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

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: [Mandatory reporting of female genital mutilation procedural information](#).

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

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

Details of how to report FGM to the police can be found at <https://www.met.police.uk/advice/advice-and-information/fgm/how-to-report-fgm/>

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. As of February 2023, it is now a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday even if violence, threats or other form of coercion are not used.

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (pages 32-36 of which focus on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at <https://www.gov.uk/guidance/forced-marriage>. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.

Preventing radicalisation

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

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

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 susceptible people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

The Prevent duty

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

Channel

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

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

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

Additional support

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

The Home Office has developed three e-learning modules:

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

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

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.

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 from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim 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.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

Staff should be aware of the importance of:

- challenging inappropriate behaviours;
- 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 physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, 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 and that it can happen both inside and outside of school/college. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003/135 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone’s bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

What is consent?

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. Further information about consent can be found here: [Rape Crisis England & Wales – Sexual consent](#)

- a child under the age of 13 can never consent to any sexual activity;

- the age of consent is 16; 138
- sexual intercourse without consent is rape

Sexual harassment

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

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. 139 It may include:
- consensual and non-consensual sharing of nude and semi-nude images and/or videos. As set out in [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence;
 - sharing of unwanted explicit content;
 - upskirting (is a criminal offence¹⁴¹);
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media;
 - sexual exploitation; coercion and threats.

Upskirting

The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. ‘Upskirting’ is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

The response to a report of sexual violence or sexual harassment

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

seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If a member of staff is dismissed as a result of being unsuitable to work with children or would have been dismissed had the person not resigned, then the college will make a report to the Disclosure and Barring Service. A report will also be sent if a member of staff is suspended or redeployed because of concerns that they pose a risk of harm.

Additional advice and support

Abuse

- [What to do if you're worried a child is being abused](#) – DfE advice
- [Domestic abuse: Various Information/Guidance](#) - Home Office (HO)
- [Faith based abuse: National Action Plan](#) - DfE advice
- [Relationship abuse: disrespect nobody](#) - Home Office website
- [Tackling Child Sexual Abuse Strategy](#) – Home Office policy paper
- [Together we can stop child sexual abuse](#) – HM Government campaign

Bullying

- [Preventing bullying including cyberbullying](#) - DfE advice

Children missing from education, home or care

- [Children missing education](#) - DfE statutory guidance
- [Child missing from home or care](#) - DfE statutory guidance
- [Children and adults missing strategy](#) - Home Office strategy

Children with family members in prison

- [National Information Centre on Children of Offenders - Barnardo's in partnership with HM Prison and Probation Service](#)

Child Exploitation

- [Trafficking: safeguarding children](#) - DfE and HO guidance
- [Care of unaccompanied and trafficked children](#) – DfE statutory guidance
- [Modern slavery: how to identify and support victims](#) – HO statutory guidance

Drugs

- [Drug strategy 2017](#) - Home Office strategy
- [Information and advice on drugs](#) - Talk to Frank website
- [Drug and Alcohol education — teacher guidance & evidence review](#) – PSHE Association website

(So called) “Honour Based Abuse” including FGM and forced marriage

- [Female genital mutilation: information and resources](#) - Home Office guidance
- [Female genital mutilation: multi agency statutory guidance](#) - DfE, DH, and HO statutory guidance
- [Forced marriage](#) - Forced Marriage Unit (FMU) statutory guidance
- [FGM resource pack](#) – HM Government guidance

Health and Well-being

- [Fabricated or induced illness: safeguarding children](#) - DfE, DH, HO
- [Rise Above: Free PSHE resources on health, wellbeing and resilience](#) – Public Health England

- [Medical-conditions: supporting pupils at school](#) - DfE statutory guidance
- [Mental health and behaviour](#) - DfE advice

Homelessness

- [Homelessness: How local authorities should exercise their functions](#) - Ministry of Housing, Communities & Local Government guidance

Private fostering

- [Private fostering: local authorities](#) - DfE statutory guidance

Radicalisation

- [Prevent duty guidance](#) - Home Office guidance
- [Prevent duty: additional advice for schools and childcare providers](#) - DfE advice
- [Educate Against Hate](#) website - DfE and Home Office advice

Violence

- [Serious violence strategy](#) - Home Office Strategy
- [Factors linked to serious violence and how these factors can be used to identify individuals for intervention](#) – Home Office
- [Youth Endowment Fund](#) – Home Office
- Gangs and youth violence: for schools and colleges - Home Office advice
- [Ending violence against women and girls 2016-2020 strategy](#) - Home Office strategy
- [Violence against women and girls: national statement of expectations for victims](#) - Home Office guidance
- [Sexual violence and sexual harassment between children in schools and colleges](#) - DfE advice