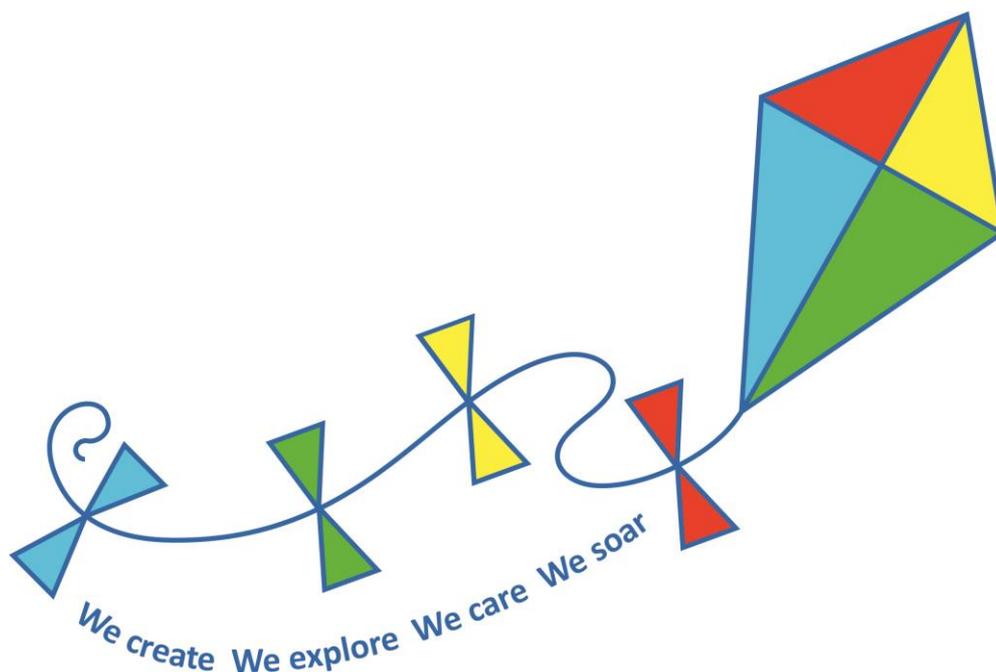


Ravensbury Community School



Safeguarding and Child Protection Policy 2023 – 2024

Document Title: Safeguarding and Child Protection Policy

Document Owner: Ravensbury Community School

Review Date: September 2023

This policy will be reviewed annually unless an incident or new legislation or guidance suggest the need for an interim review.

Review Date	Changes Made	By Whom
01.09.21	Policy updated	Headteacher
05.10.21	Policy ratified	Governors
01.09.22	Policy reviewed	Headteacher
03.09.23	Policy updated	DSL Team/Headteacher
03.10.23	Policy ratified	Governors

Ravensbury Community School
Safeguarding and Child Protection Policy
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Ravensbury Community School

Safeguarding and Child Protection Policy

The Governing Body and staff of Ravensbury Community School are committed to providing a safe school which actively promotes the safeguarding, well-being and welfare of all its pupils, parents, staff and visitors.

This policy will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.

The effectiveness of our safeguarding arrangements is monitored by SLT and the Governing Body through (KCSiE Part 2.81). SLT reviews the effectiveness of safeguarding procedures each half term as outlined on the monitoring and evaluation schedule and Safeguarding is a standing item on the agenda at each governing body meeting.

Maureen Hughes (Headteacher) has the ultimate responsibility for safeguarding.

In her absence, the authorised members of staff are Louise Thewlis (DHT) and Ann Roberts (PSA). Jo Wendt (SENDCO) is also a DSL.

KEY SCHOOL STAFF & ROLES

Name	Role	Location and/or Contact Phone Number
Maureen Hughes	Headteacher	0161 223 0370
Louise Thewlis	DHT	0161 223 0370
Ann Roberts	PSA	0161 223 0370
Jo Wendt	SENDCO	0161 223 0370

NAMED GOVERNOR * for Safeguarding & Prevent

Contact Phone Number/Email

XXX

XX

The procedure, if there is a concern about child welfare or safeguarding, is:-

To inform one of the Safeguarding team immediately. They will offer advice and take appropriate action.

Manchester LA Designated Officer (formerly LADO): **0161 234 1214**.

Our procedure if a child tells an adult that he/she is being abused or neglected is: -

To inform one of the Safeguarding team immediately. They will offer advice and take appropriate action.

Advice line numbers

Early Help Hubs: **North 0161 234 1973**

Central 0161 234 1975

South 0161 234 1977

Social Care Advice and Guidance Service: **0161 234 5001**

'The online tool Report Child Abuse to Your Local Council <https://www.gov.uk/report-child-abuse-to-local-council> directs to the relevant local children's social care contact number.'

National Society for the Prevention of Cruelty to Children (NSPCC): **0808 800 5000**

Complex Safeguarding Hub Advice Line: **0161 226 4196**

MCC Safeguarding in Education Team: **0161 245 7171**

Our procedure if there is an allegation that an adult has harmed a child, or that a child is at risk from a named adult is-

To inform the Headteacher or Deputy Headteacher immediately. They will offer advice and take appropriate action. If the allegation is against the Headteacher then contact the chair of Governors at chairofgovernors@ravensbury.manchester.sch.uk

Advice line number

Manchester LA Designated Officer (sometimes known as LADO or DOLA): **0161 234 1214.**

Our Whistleblowing procedure if staff and volunteers wish to raise concerns about poor or unsafe practice and potential failures in our safeguarding regime internally or externally.

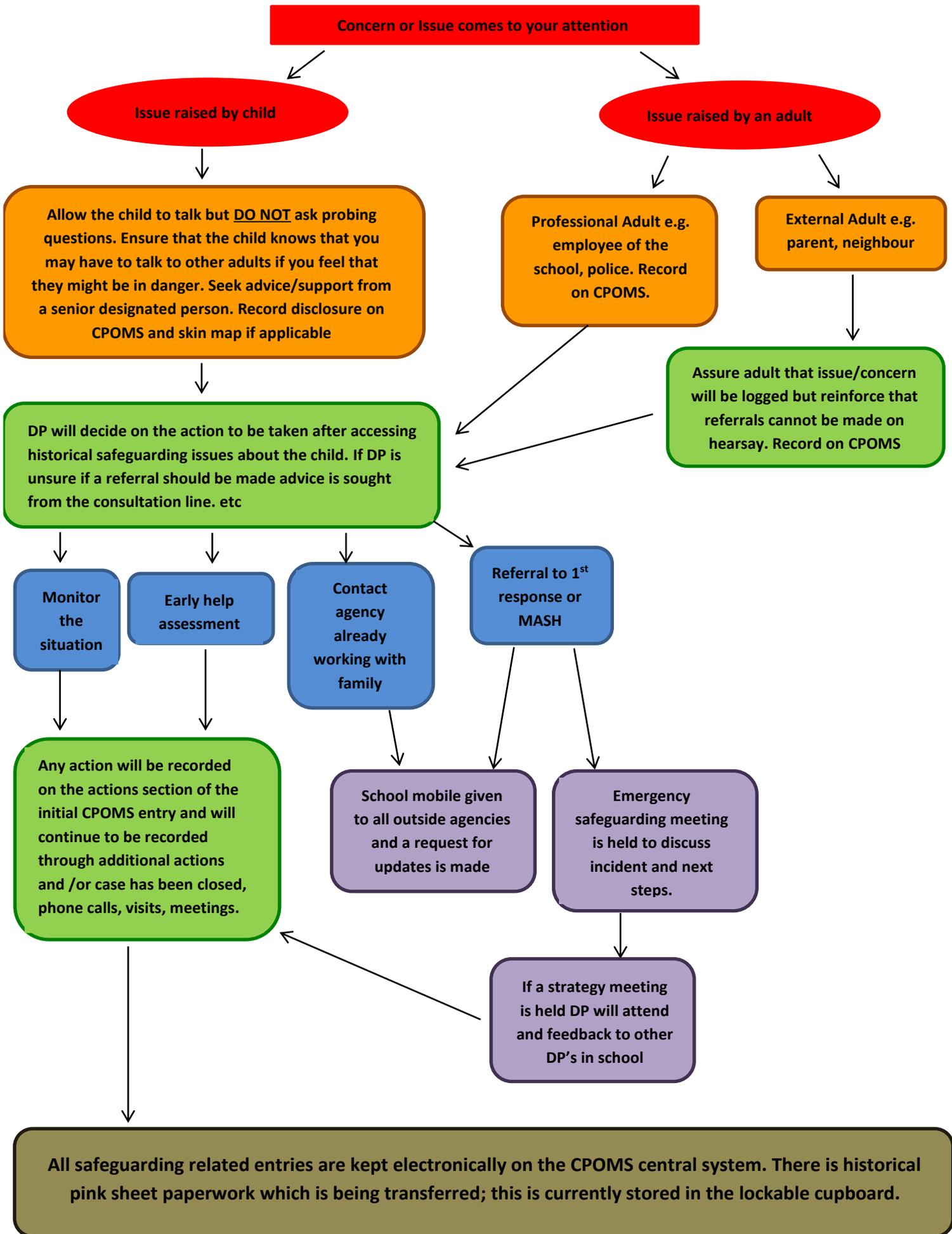
Where the individual believes that their manager is involved in the matter of concern, they should then contact the Headteacher (or the Chair of Governors if the concern raised is related to the Headteacher).

Advice line numbers

NSPCC Whistleblowing Helpline: **0800 028 0285**

Manchester LA Designated Officer (formerly LADO): **0161 234 1214.**

Procedure Map If You Have Concerns About A Child's Welfare



1. INTRODUCTION

Through this policy we aim to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously.

This policy has been developed to ensure that all adults in our school, including regular staff, supply staff, volunteers and visitors, are working together to safeguard and promote the welfare of children and young people and to identify and address any safeguarding concerns and to ensure consistent good practice.

Our approach is child centered.

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centered. This means that they should consider, at all times, what is in the best interests of the child.' (KCSIE, Part 1, p5)

'Safeguarding and promoting the welfare of children is defined as

- protecting children from maltreatment.
- preventing impairment of children's mental and physical health or development.
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- taking action to enable all children to have the best outcomes.'

(KCSIE, p5)

- 1.1 Our policy ensures that we comply with our statutory duties. It is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2022), Working Together to Safeguard Children (2018) and The Governance Handbook and the legislation and statutory guidance (Appendices A and B). This policy has been ratified by the Governing Body at its meeting on 04.10.22; this review is dated September 2023.
- 1.2 Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations (Appendix C) in addition to guidance issued by the Greater Manchester Combined Authority), the Manchester Safeguarding Partnership (MSP) and Manchester Local Authority, especially Education, Children's Services and Community Safety (MCC)
- 1.3 This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress any concerns about child safety and welfare including protecting pupils and staff from extremist views, vocal or active, which are opposed to fundamental British values. All opinions or behaviours which are contrary to these fundamental values and the ethos of the school will be vigorously challenged.
- 1.4 Our policy is regularly reviewed, and we are responsive to new guidance and legislation and to promoting the safety of our staff and pupils in crisis situations, including Covid-19 (Appendix I)

- 1.5 This policy has been developed to ensure that all adults in our school are working together to safeguard and promote the welfare of children and to identify and address any safeguarding concerns and to ensure consistent good practice (Appendix H)
- 1.6 The Headteacher: Maureen Hughes or, in their absence, the authorised member of senior staff Deputy Headteacher: Louise Thewlis and PSA: Ann Roberts has the ultimate responsibility for safeguarding and promoting the welfare of children and young people. The SENDCO, Jo Wendt, is also a DSL.
- 1.7 Our policy ensures that we work in partnership with other organisations, where appropriate, to identify any concerns about child welfare and take action to address them and that we comply with local policies, procedures and arrangements (Appendix E)
- 1.8 Our policy complements and supports other relevant school policies (Appendix D).
- 1.9 Our policy is regularly reviewed, and we are responsive to new guidance and legislation and to promoting the safety of our staff and pupils in crisis situations.
- 1.10 This policy has been developed to ensure that all adults in our school are working together to safeguard and promote the welfare of children and to identify and address any safeguarding concerns and to ensure consistent good practice.
- 1.11 Under Section 175 of the Education Act 2002 schools have a duty to safeguard and promote the welfare of their pupils and, in accordance with guidance set out in 'Working Together to Safeguard Children 2018', Ravensbury Community School will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them.

2. ETHOS

- 2.1 Ravensbury Community School aims to create and maintain a learning environment where all children feel safe and all staff are prepared to identify children who may benefit from early help. Our school is committed to the principles outlined in 'Working Together to Safeguard Children 2018' and implements policies, practices and procedures which promote safeguarding and the emotional and physical well-being of children, young people and staff.
- 2.2 The school is committed to supporting the delivery of effective early help using The Multi-Agency Levels of Need and Response Framework. The children have access to appropriate curriculum opportunities, including emotional health and well-being, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to childcare and parenting skills.
- 2.3 Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of other individuals and potentially vulnerable groups.
- 2.4 Ravensbury Community School will exercise diligence and prevent any organisation or speaker from using the schools' facilities to disseminate extremist views or radicalise pupils and staff.

3. ROLES AND RESPONSIBILITIES

3.1 Our headteacher

Our Headteacher is fully aware of our role in multi-agency safeguarding arrangements, of the new Safeguarding Partnership (MSP) arrangements and of the Child Death Review partnership arrangements. We will ensure that we work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs, including: - providing a coordinated offer of early help when additional needs of children are identified, and contributing to inter-agency plans to provide additional support to children subject to child protection plans. All schools and colleges should allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.' (KCSIE, 2.81)

Our Headteacher is fully aware of statutory guidance in KCSIE and will ensure that:

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff including supply teachers and volunteers and that they are regularly updated in response to local practice or national changes in legislation.
- All staff including supply teachers and volunteers understand and comply with our Code of Conduct.
- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed Safeguarding Self Evaluation (SEF) using the online tool to the LA as requested
- We work with the LA to ensure that our policies and procedures are in line with DFE and LA guidance
- A senior member of staff, known as the DSL, is appointed with a clear job description. He/she has lead responsibility for Child Protection and Safeguarding and receives appropriate on-going training, supervision and support as well as sufficient time and resources to enable them to discharge their responsibilities.
- Parents/carers are aware of and have an understanding of our responsibilities to promote the safety and welfare of its pupils by making our statutory obligations clear on the schools website
- Safer recruitment and selection of staff and volunteers is practiced.
- Sufficient time and resources are made available to enable the designated member of staff to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.
- The Safeguarding and Child Protection policy is available on our website and is included in the staff handbook and volunteers' handbook
- Child friendly information of how to raise a concern/make a disclosure has been developed through a child friendly safeguarding leaflet which is accessible to all children.
- We co-operate fully with MCC and MSP multi-agency safeguarding procedures and arrangements are in place to monitor the quality of referrals and interventions and the processes for escalation of concerns. A member of the DST is always on site and available during the school holidays.
- We create a culture whereby all staff, supply teachers, volunteers and visitors feel confident and have knowledge of how to raise a concern about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns are addressed sensitively and effectively. Safeguarding leaflet is shared with all staff, supply teachers and volunteers receive appropriate training which is regularly updated.

- We have systems in place to ensure that any staff who are carrying out regulated activities commissioned from external agencies/ organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles and we are compliant with legislation relevant to our setting. All visitors enter via the main entrance where DBS information is checked against photographic ID prior to them entering the building, if this cannot be verified then the visitor is not allowed on site.
- All temporary staff and volunteers are made aware of the school's safeguarding policy and arrangements.
- We ensure a risk assessment takes place to establish that the appropriate checks take place on volunteers.
- Effective procedures to ensure that there is no risk to children from visitors and we exercise diligence and prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils and staff.
- We create a culture whereby all staff, volunteers and visitors feel confident and have knowledge of how to raise a concern about poor or unsafe practice in regard to the safeguarding and welfare of the children and such concerns are addressed sensitively and effectively.
- Ensure that the school co-operates with appropriate agencies and risk-based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities e.g. CSE and radicalization and extremism.
- That the relevant staffing ratios are met in the Early Years.
- All staff in the EYFS are paediatric 1st aid trained.
- Each child in the early Years Foundation stage is assigned a key person.

3.2 Our governing body

Our Governing Body are fully aware of our role in multi-agency safeguarding arrangements, of the new Safeguarding Partnership (MSP) arrangements and of the Child Death Review partnership arrangements and will ensure that we work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

We will ensure that:-

- Our governors regularly review the effectiveness of online safety arrangements, including filters and monitoring, preparation for any online challenges or hoaxes and information shared with parents.
- All members of the Governing Body have received appropriate training to enable them to provide strategic challenge and assure themselves that there is a robust whole school approach to safeguarding.
- All policies, procedures and training in our school are effective, taking account of LA and DFE guidance and comply with the law at all times
- The online Safeguarding SEF is completed.
- A named member is identified as the designated governor for Safeguarding receives appropriate training.
- The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff.
- Our safeguarding policy and staff code of conduct policy are reviewed and updated at least annually and staff are given opportunities to contribute and shape our safeguarding arrangements and policies. Addenda or appendices may be added during periods of crisis to reflect changes of circumstance.
- The school operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers including overseas checks where relevant.

- Procedures are in place for dealing with allegations of abuse against members of staff, including supply teachers and volunteers and these are in line with KCSIE and Local Authority procedures. We will work with LADO and other relevant agencies to support any investigations (Appendix D).
- All staff and volunteers who have regular contact with children and young people receive appropriate training and information about the school's safeguarding processes as part of induction and annual safeguarding training.
- There is appropriate challenge and quality assurance of the safeguarding policies and procedures. Safeguarding is a standing item on the agenda at Governing Body meetings.
- Our governors are able to challenge that online safety and online education duties are fulfilled.

3.3 Our designated safeguarding lead (DSL) is a member of the Senior Leadership Team and has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people. During term time, the designated safeguarding lead and/or deputies will always be available during school hours for staff in the school to discuss any safeguarding concerns. The DSLs can be contacted by phone or via email out of school hours if necessary. Where possible the DSL and/or deputies will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities. They take lead responsibility for Early Help, safeguarding and child protection, although some activities may be delegated as appropriate.

The DSL and deputies will:

- Act as the first point of contact with regards to all safeguarding matters.
- Work closely with the school's lead for mental health
- Help promote educational outcomes by working closely with their teachers and sharing information about their welfare, safeguarding and child protection concerns.
- Attend specialist DSL training every two years.
- Keep up to date with changes in local policy and procedures and be aware of any guidance issued by the DfE, MSP and LA concerning safeguarding through DSL networks, safeguarding newsletters and circular letters and update school procedures/policies as necessary.
- Provide relevant information to the LA on how the school carries out its safeguarding duties.
- Provide/commission support and training for staff and volunteers through the school's safeguarding leaflet.
- Liaise with the three safeguarding partners and work with other agencies in line with 'Working Together to Safeguard Children'
- Ensure that all referrals made to Children's Services are effective and in line with MSP procedures and follow escalation process if necessary.
- Keep copies of all referrals to Children and Families Services and any other agencies related to safeguarding children.
- Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction.
- Ensure that all staff with specific responsibility for safeguarding children, including the named DSL, receive the appropriate funding, training, resources and support needed to undertake this role. Access to professional supervision is recommended practice. Describe arrangements
- Know when to call the police if a crime may have been committed following the National Police Chiefs' Guidance (Part 5.465)

- Be aware of the requirement for children investigated by the police to be supported by an appropriate adult and have arrangements in place for ensuring this if a police officer requests to meet with a child when in school. (Annex C, link to statutory guidance - PACE Code C 2019)
- Refer cases to the Disclosure and Barring Service where a person is dismissed or has left due to risk/harm to a child.
- Manage and keep secure the school's safeguarding records.
- Ensure that all staff and volunteers understand and are aware of the schools reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Help promote educational outcomes for vulnerable children, including those with a social worker, in conjunction with other appropriate colleagues.
- Liaise with the Headteacher about any safeguarding issues.
- Ensure that the Safeguarding Policy is regularly reviewed and up dated.
- Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DfE concerning Safeguarding.
- Share and transfer safeguarding and child protection information as appropriate. A pupil's child protection or safeguarding file will be sent separately from the main file to a new establishment if a pupil leaves the school.
- In addition to their formal training, as set out above, their knowledge and skills should be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.
- The full responsibilities of the DSL and deputies are set out in their job description.

3.4 Other Safeguarding Team Members; SENDCO/Designated Person for LAC/Attendance

Lead

- Act as the first point of contact for vulnerable pupils.
- Be aware of specific vulnerabilities of some children, including those with poor attendance and those with a Social Worker
- Help promote educational outcomes for vulnerable children by working closely with their teachers, including those with a social worker, in conjunction with other appropriate colleagues.
- Liaise with staff to coordinate targeted support for individuals and groups of children as required, appropriate to their role.
- Attend specialist training specific to their role.
- Keep up to date with changes in local policy and procedures and be aware of any guidance issued by the DfE and LA.
- Provide relevant information to the LA.
- Provide support and training for staff and volunteers.
- Liaise closely with the DST and know what to do if they have a concern and follow our agreed procedures for recording concerns, sharing information and making referrals.
- Liaise with the Headteacher about any safeguarding issues.
- Attend multi-agency meetings as required, if appropriate to their role

3.5 Our staff

All of our staff will read and understand part 1 of Keeping Children Safe in Education and review this guidance at least annually. They will complete online Safeguarding training which covers Safeguarding Children, Radicalisation and Extremism, Mental Health and Well Being, How to Keep

Children Safe and Online Safety. All staff in the school, including supply staff and volunteers have responsibility for safeguarding, according to their roles and under the guidance of the DSL. If they have any concerns about a child's welfare, they should act on them immediately. Knowing what to look for is vital for the early identification of abuse and neglect and specific safeguarding issues such as child criminal exploitation and child sexual exploitation so that staff are able to identify cases of children who may need help or protection.

All staff will: -

- Follow our agreed Code of Conduct and 'Safer Working Practices' guidance.
- Attend training sessions/briefings as required to ensure that they are aware of the signs of Abuse, Neglect, Complex Safeguarding Concerns and key LA approaches including Early Help and Signs of Safety and Safe & Together
- Attend training sessions/briefings as required to ensure that they follow relevant policies/procedures e.g. Behaviour Policy
- Provide a safe environment where children can learn.
- Be aware of specific vulnerabilities of some children, including those with poor attendance and those with a Social Worker
- Be approachable to children and respond appropriately to any disclosures.
- Be aware that there are a range of reasons why some children may not feel ready or know how to tell someone that they are being abused, exploited or neglected, be professionally curious and actively build trusted relationships which facilitate communication.
- Never promise a child that they will not tell anyone about an allegation, as this may not ultimately be in the best interest of the child.
- Know what to do if they have a concern and follow our agreed procedures for recording concerns, sharing information and making referrals
- Attend multi-agency meetings as required, if appropriate to their role
- Contribute to the teaching of safeguarding in the curriculum as required, if appropriate to their role
- Provide targeted support for individuals and groups of children as required, if appropriate to their role
- Teaching staff have additional statutory duties, including to report any cases of known or suspected Female Genital Mutilation.
- All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.
- Know the indicators of abuse and neglect for specific safeguarding issues such as child criminal exploitation and child sexual exploitation.
- Be vigilant as multiple safeguarding issues will overlap with one another.
- Be aware of the risk factors that increase the likelihood of involvement in serious violence.
- Staff have awareness of *Contextual Safeguarding* recognising it is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers

have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

4.SAFEGUARDING/CHILD PROTECTION PROCEDURES

4.1 PUPIL VOICE

- Children are encouraged to contribute to the development of policies and share their views through school council meetings.
- We are beginning our UNICEF Rights Respecting School journey and are working towards our bronze accreditation.

4.2 POOR ATTENDANCE

- We view poor attendance as a safeguarding issue and in accordance with our Attendance Policy, absences are rigorously pursued and recorded. This includes missing individual lessons, as well as being absent or late at Registration. Any concerning patterns are reviewed. In partnership with the appropriate agencies, we take action to pursue and address all unauthorised absences in order to safeguard the welfare of children in our care.
- The Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases, this may form part of an Early Help Assessment (EHA) or a Parenting Contract.
- We implement the statutory requirements in terms of monitoring and reporting children missing from education (CME), who are on part-time timetables and off rolling and understand how important this practice is in safeguarding children and young people. All staff are 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 child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Staff are aware of the school's or college's unauthorised absence and children missing from education procedures.

4.3 CHILDREN MISSING FROM EDUCATION

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect.
- Are at risk of forced marriage or FGM.
- Come from Gypsy, Roma, or Traveller families.
- Come from the families of service personnel.
- Go missing or run away from home or care.
- Are supervised by the youth justice system.
- Cease to attend a school.
- Come from new migrant families.

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage. If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries.

We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger. Children's social care assessments should consider where children are being harmed in contexts outside the home, so it is important that school provides as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

4.4 ALTERNATIVE PROVISION (AP)

- We will only place young people in alternative educational provision which is a registered provider and has been quality assured. Young people who require access to alternative provision will have a personalised learning plan designed to meet their needs e.g. is on the MCC approved provider list or has been judged by Ofsted to be Good or better.
- Their attendance will be monitored by us in accordance with the school policy schools. Our DSL will work together with the DSL at the AP to ensure that any safeguarding concerns are followed up appropriately.

4.5 EXCLUSIONS

- We comply with statutory regulations and with the LA Inclusion Policy (October 2021).
- We will work with the MCC Weapon Carrying in Schools and Colleges guidance (Appendix C) to assist in decision making around exclusion and other responses to carrying or using weapons in school.
- The DSL will be involved when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. If there is an open EH, Child in Need or CP, the EH Practitioner or Social Worker will be informed.
- Where it is felt that a child or young person is likely to be permanently excluded, a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved

4.6 VULNERABLE GROUPS

We ensure that all key staff work together to safeguard vulnerable children.

Any child may benefit from early help at times, but all staff will be particularly alert to the potential need for early help for a child who:

- Is disabled and has specific needs.
- Has certain health conditions.
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Is a young carer.
- Has a social worker

- Is showing signs of being drawn in to anti-social or criminal behavior, including gang involvement and association with organised crime groups.
- Is associated with county lines.
- Is frequently missing/goes missing from care or from home.
- Is at risk of modern slavery, trafficking or exploitation.
- Is at risk of being radicalised or exploited.
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- Is misusing drugs or alcohol themselves.
- Has returned home to their family from care.
- Is a privately fostered child.
- Is an international new arrival, refugee or asylum seekers.
- Is looked after, previously looked after or under a special guardianship order.
- Has a mental health need.
- Is persistently absent from education.
- LGBT children

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. All staff are aware that additional barriers can exist when recognising abuse and neglect in this group of children. These can include: -

- Assumptions that indicators of possible abuse such as behavior, mood and injury relate to the child's disability without further exploration.
- Being more prone to peer group isolation than other children
- The potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and
- Communication barriers and difficulties in overcoming these barriers (KCSIE, Part 2, 126)

Children requiring mental health support can face additional safeguarding challenges. In some cases, mental health problems can be an indicator that a child has suffered, or is at risk of suffering abuse, neglect or exploitation. (KCSIE, Part 2, 114)

We ensure that staff consider the context in which incidents occur and whether and wider environmental factors (extra-familial harm) are present in a child's life that are a threat to their safety and/or welfare.

We ensure that appropriate staff have the information they need in relation to a child's looked after legal status and regarding a child who was previously looked after and we work with relevant social workers and the Virtual School.

4.7 TRAINING AND AWARENESS RAISING FOR STAFF AND VOLUNTEERS

All staff must ensure that they have read and understood KCSiE: Part One/Annex A and/or Annex B. All staff undergo safeguarding training at induction and must complete annual safeguarding training. They must sign to say that they have read and understood part 1 of KCSIE and the schools safeguarding and child protection policy.

- In accordance with KCSIE, all new staff and regular volunteers will receive appropriate safeguarding information during induction and be made aware of the systems within the school which support safeguarding e.g. the Behaviour Policy
- All staff will receive regular child protection training a least every 2 years which includes basic safeguarding information about our policies and procedures, signs and symptoms of abuse (emotional and physical), indicators of vulnerability to exploitation and radicalisation, how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child, with regular updates in relation to local and national changes.
- All staff members will receive regular safeguarding and child protection training and updates, as required, providing them with relevant skills and knowledge to safeguard children effectively. All staff receive updates and training about specific safeguarding concerns as appropriate. 'Handle with care' is a standing item at the weekly staff briefing where vulnerable children are flagged up.
- All staff must sign a register to say that they have read and understood 'Keeping Children Safe in Education: Part One' and all staff working directly with children should also read Annex A.
- All staff need to understand the impact mental health problems may have on all aspects of safeguarding including the relevance of Adverse Childhood Experiences (ACEs) and the impact of trauma on children and young people and this is included in our training program.
- To recognise the expertise built within staff by training and managing concerns on a daily basis, staff will be provided with the opportunity to contribute to and shape safeguarding arrangements and the child protection policy. Annual review of the SIP and school policies and procedures provides an opportunity for all stakeholders to contribute to school policy.
- The Designated Person for Safeguarding will receive refresher training every two years.
- All interview panels will include at least 1 member that has completed up to date safer recruitment training within 3 years.

5. CASE MANAGEMENT, RECORD KEEPING AND MULTIAGENCY WORKING

5.1 RECORD KEEPING

Ravensbury Community School will keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies. The school record will also include a chronology of any other significant event in a child's life and up to date contact details for adults who have day to day care of the child. All records relating to safeguarding will be kept in line with the school's records management policy.

- **All** concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing.
- Records include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and a note of any action taken, decisions reached and the outcome.
- We keep copies of all referrals to Children and Families Services, the Early Help Hub and any other agencies related to safeguarding children.
- All of our safeguarding records are kept confidential and securely on CPOMS electronic file management system.
- Concerns and referrals are kept in a separate file for each child.
- We send a pupil's child protection or safeguarding file separately from the main file to a new establishment if they leave as soon as we are informed of the new school. We keep a

copy of the file in accordance with our records management policy (Appendix J) and statutory and LA Guidance (See Appendices B, C & D)

5.2 RECORDING AND REPORTING CONCERNS

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

- Speak to the Designated Person or the person who acts in their absence.
- Agree with this person about what action should be taken, by whom and when it will be reviewed.
- Record the concern using the school's safeguarding recording system.
- Where there is a safeguarding concern, the child's wishes and feelings are considered when determining what action to take and what services to provide.
- Make a referral to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or in immediate danger. **Anyone can make a referral.**

5.3 MULTIAGENCY WORKING

- The school recognises it has an important part to play in multi-agency safeguarding arrangements. We contribute to multi-agency working in line with statutory guidance 'Working together to safeguard children'. We work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. School will allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.
- We will develop effective links with other relevant agencies and co-operate as required with any enquiries regarding child protection issues.
- We will develop effective links with the Early Help Hubs and carry out an Early Help Assessments (EHA), as appropriate.
- The three safeguarding partners; Local authority (LA), Clinical commissioning group within the LA, Chief office of police within the LA have a shared and equal duty to work together to safeguard and promote the welfare of children. The three safeguarding partners should make arrangements to allow all schools and colleges in the local area to be fully engaged, involved and included in the new safeguarding arrangements.
- If named as a relevant agency, school in the same way as other relevant agencies, are under a statutory duty to co-operate with the published arrangements.
- Members of staff may be asked to attend a child protection conference or other relevant core group meetings about an individual pupil. They will need to have as much relevant updated information about the child as possible. A child protection conference will be held if it is considered that the child/children are suffering or at risk of significant harm.
- We will notify the named Social Worker if:
 - A child subject to a child protection plan is at risk of permanent exclusion.
 - There is an unexplained absence of a child who is subject to a child protection plan.
 - It has been agreed as part of any child protection plan or core group plan.
- We will regularly review any children where we have concerns, make relevant referrals and escalate if further actions are necessary, as detailed in KCSIE. We will follow LA and MSP procedures if there is a need to re-refer or escalate any concerns.

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

5.4 CONFIDENTIALITY AND INFORMATION SHARING

- Information sharing is vital in identifying and tackling all forms of abuse and neglect.
- We have arrangements in place that set out clearly the process and principles for sharing information within the school or college and with the three safeguarding partners, other organisations, agencies and practitioners as required. This includes an agreed rationale for gaining consent, when and what to share, when and what not to share and systems for recording these decisions.
- We comply with the Data Protection Act 2018 and GDPR in that we ensure that we process all personal information lawfully and keep it safe and secure, with appropriate retention schedules.
- The governing body is aware that the Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.
- The governing body ensure that staff who need to share 'special category personal data' are aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- Staff will ensure that confidentiality protocols are followed, and information is shared appropriately. Under no circumstances will they disclose any information about children outside of their professional role. The Headteacher or Designated Member of Staff discloses any information about a pupil to other members of staff on a need-to-know basis only.
- Where children leave the school or college, the designated safeguarding lead should ensure their child protection file is transferred to the new school as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained. This should be transferred separately from the main pupil file. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs are aware as required.
- In addition to the child protection file, the designated safeguarding lead should also 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 and have that support in place for when the child arrives.
- All staff and volunteers understand that they have a professional responsibility to share information with other agencies, in the best interests of the child's safety, welfare and educational outcomes. This is a matter of routine. All staff and volunteers must be clear with children that they cannot promise to keep secret.

The seven golden rules to sharing information.

1. Remember that the Data Protection Act (DPA 2018) as set out in the Data Protection Bill and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up to date, is shared in a timely fashion, and is shared securely.
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

5.5 WORKING WITH PARENTS/CARERS

- Our approach to working with parents/carers is one of transparency and honesty.
- Our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers and would expect them to provide up-to-date contact details, including at least 2 emergency contacts.
- In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.
- We aim to engage with parents/carers through the LA Early Help processes, including holding strength-based conversations.
- We will inform, and gain consent from parents/carers, if possible, if a referral is to be made to the Children's Social Care Service or any other agency **unless it is believed that by doing so would put the child at risk** e.g. in cases of suspected sexual abuse. In such cases the Designated Person or Headteacher will seek advice from Children's Social Care. We will record the reasons if consent is not gained.

5.6 CHILD PROTECTION (CP), CHILD IN NEED (CiN) & TEAM AROUND THE CHILD/FAMILY MEETINGS AND CONFERENCES

- A child protection conference will be held by Social Care if it is considered that the child is suffering or at risk of significant harm.
- We will attend and contribute to initial and review CP conferences, CiN conferences and relevant multi-agency meetings, including core groups. A member of the DST will be available to attend meetings held in school holidays.

- Members of staff who are asked to attend a child protection conference or other core group meetings (either in person or virtually) about an individual pupil/family will need to have as much relevant updated information about the child as possible and will send a report, using the most up to date proforma to the Chair within the required timescales, at least 48 hours before the meeting.
- Our reports will always include the voice of the child, which is especially important where there may be barriers to communication.
- We will discuss and share reports with the parents/carers before the conference.
- All relevant staff will be confident in using the tools which are part of the Signs of Safety approach.

6.0 THE CURRICULUM

We are committed to promoting emotional health and wellbeing and to supporting the development of the skills needed to help keep children safe and healthy. This includes face to face teaching, blended learning and online learning as needed in response to any crisis situation that may arise.

- Children are taught about safeguarding, including online safety as part of providing a broad and balanced curriculum.
- All children have access to an appropriate curriculum, differentiated to meet their needs. They are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect and empathy for others. There is access to a range of extracurricular activities, information and materials from a diversity of sources which not only promotes these values but supports the social, spiritual, moral well-being and physical and mental health of the pupils.
- This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.
- Personal Health and Social Education (PHSE), Relationships and Sex Education (RSE), Citizenship and Religious Knowledge lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues.
- Ravensbury Community School takes account of the latest advice and guidance provided to help address specific vulnerabilities and forms of exploitation e.g. Domestic Abuse, CSE, Peer on Peer/Child on Child Abuse, Radicalisation, Honour-based' Abuse, including Forced Marriage, FGM & breast ironing, Modern Slavery and County Lines.
- All pupils know that there are adults in the school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.
- Where appropriate children are encouraged to contribute to the development of policies.

7.0 ONLINE SAFETY

Ravensbury Community School operates secure access to the internet through its internet provider, preventing access to inappropriate web sites, chat rooms and social networking sites. There are systems in place for monitoring usage of the internet and all employees have log in passwords. Any member of staff discovered to have accessed or placed inappropriate material on the internet will be subject to the ICT and Acceptable Use Policy (AUP) Policies and Procedures. Ravensbury Community School will follow current DfE guidance on safe internet use and ensure all pupils are taught how to protect themselves when using the internet.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk (further detail can be found in the schools online safety policy).

- **Content:** being exposed to illegal, inappropriate or harmful content, for example: pornography fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **Contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes’.
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying.
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel pupils, students or staff are at risk, then please report it to the Anti-Phishing Working Group (<https://apwg.org/>).
- Online safety is a safeguarding issue not an ICT issue. The purpose of Internet use in our school/setting/college is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance our management information and business administration.
- The Internet is an essential element in 21st century life for education, business and social interaction and we have a duty to provide children with quality access to it as part of their learning experience.
- We will ensure that appropriate filtering methods (without ‘over-blocking’) are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.
- We will encourage children to use social media safely, including opportunities for them to think and discuss the issues and to check their sources of information.
- We will ensure that children do not misuse their devices whilst in school.
- We have separate acceptable use policies (AUPs) for both staff and children. This covers the use of all technologies used, both on and offsite. Specify technologies and platforms used and are referred to in the staff Code of Conduct.
- We follow the MSP guidelines ‘Safeguarding online guidelines for minimum standards’ and the advice on the UK Safer Internet Website
- We work with parents to promote good practice in keeping children safe online, including to support their children learning at home eg workshops for parents and up to date information on website.
- We ensure that all staff adhere to safe and responsible online behaviours when providing home learning and communicating with families.

8.0 COMMUNITY SAFETY

Serious violence

We are aware of the indicators and risk factors which may signal that children are at risk from, or are involved with serious violent crime

Child abduction and community safety incidents

We will support children by building on their confidence and ability to deal with challenging situations to enable them to keep themselves safe. (Describe curriculum/pastoral support which may take place to demonstrate this)

Our response to children carrying knives or other weapons in school and in situations out of school is aligned to the Manchester Knife and Weapon Carrying in Schools and Colleges Guidance (Knife Crime

Protocol) in which we take a holistic and measured approach on a case-by-case basis to such incidents in and out of school. (See Appendix C)

9.SPECIFIC SAFEGUARDING CONCERNS

All staff at Ravensbury Community School are aware of the specific safeguarding concerns which could put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. Ravensbury Community School will make full use of current best practice and follow guidelines from, for example, the DfE and other professional organisations to fully protect the safety of its children. Staff are aware of the indicators that may signal that children are at risk from, or are involved with, serious violent crime.

Including:

- Unexplained gifts/new possessions - these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
- Increased absence from school.
- Change in friendship/relationships with others/groups.
- Significant decline in performance
- Signs of self-harm/significant change in wellbeing
- Signs of assault/unexplained injuries

9.1 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.

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

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.

9.2 PREVENTING RADICALISATION

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

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

9.3 THE PREVENT DUTY

All schools and colleges are subject to a duty under section 26 of the Counterterrorism 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. The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales

9.4 CHANNEL

Channel is a voluntary, confidential support program which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions. 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 program is entirely voluntary at all stages.

9.5 CHILD ON CHILD ABUSE

All our staff recognise that children are capable of abusing their peers, including online. Children can abuse other children and it can happen both inside and outside of school or online. Our separate Child on Child Abuse Policy clearly outlines our procedures and approach to this issue which are summarised below:-

- The procedures to minimise the risk of child-on-child abuse

- The systems in place to ensure that children understand that the law is there to protect them not to criminalise them and for children to confidently report abuse, knowing their concerns will be taken seriously
- How allegations of child on child abuse will be recorded, investigated and dealt with
- Recognition of the importance of understanding inter-familial harms and our processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported
- Recognition that even if there are no reported cases of child on child abuse, such abuse may still be taking place and simply not be reported
- Our clear zero-tolerance approach to abuse, never passing it off as ‘banter’, ‘just having a laugh’, ‘part of growing up’ or ‘boys being boys’.
- Recognition that it is more likely girls will be victims and boys’ perpetrators, but that all child on child abuse is unacceptable and will be taken seriously
- Recognition of the different forms child on child abuse can take challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- Our response to reports of sexual violence and sexual harassment as guided by Part Five of KCSiE 2022

It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports. All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse they should speak to the designated safeguarding lead. This is generally referred to as child-on-child abuse and can take many forms. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying , prejudice-based and discriminatory bullying); abuse in intimate personal relationships between peers; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm(this may include an online element which facilitates, threatens and/or encourages physical abuse); sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence); sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery); upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element). Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. Staff should be aware some groups are potentially more at risk. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content. Evidence shows girls, children with SEND and LGBT children are at risk.

What is sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 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.

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.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools 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. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media;
 - sexual exploitation; coercion and threats
 - upskirting

9.6 UPSKIRTING

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

9.7 SENDING CONSENSUAL AND NON-CONSENSUAL SHARING OF NUDE AND SEMI-NUDE IMAGES AND/OR VIDEOS (ALSO KNOWN AS SEXTING OR YOUTH PRODUCED SEXUAL IMAGERY)

Sending sexually suggestive photos and/or videos via mobile or over the internet is illegal. Young people (under 18) texting intimate pictures of themselves via social media are committing a criminal offence (distribution of child pornography) and can face police action, even if their actions are entirely voluntary. Where adults are involved in sharing or creating photos of under 18s, this constitutes child sexual abuse, and will be reported to the police. It is accepted that young people experiment and challenge boundaries and therefore, the risks associated with 'online' activity can never be completely eliminated. Ravensbury Community School takes a pro-active approach to help students to understand, assess, manage and avoid the risks associated with 'online activity' through sessions which focus on online safety. The school recognises its duty of care to its young people who do find themselves involved in such activity as well as its responsibility to report such behaviours where legal or safeguarding boundaries are crossed.

9.8 CYBER BULLYING and ONLINE SAFETY

The use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass, threaten or intimidate someone. Electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour. Ravensbury Community School takes a pro-active approach to help students to understand, assess, manage and avoid the risks associated with 'online activity' through curriculum sessions which focus on online safety. The school recognises its duty of care to its young people who do find themselves involved in such activity as well as its responsibility to report such behaviours where legal or safeguarding boundaries are crossed.

9.9 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 DSL (or a deputy), will consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being

drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

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

9.10 PREJUDICED BEHAVIOUR RELATING TO THE 9 PROTECTED CHARACTERISTICS

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life and sexual identity. We will always take a considered and sensitive approach in order that we can support all of our pupils. Incidents are investigated and recorded in line with the school's anti bullying policy.

9.11 GENDER BASED VIOLENCE/SEXUAL ASSAULTS

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. Staff recognise that there may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse. Incidents are investigated and recorded in line with the school's behaviour policy.

9.12 SEND PUPILS

The welfare of all pupils' at Ravensbury Community School is of paramount importance. We recognise that some children may be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way. We recognise that they may exhibit concerning behaviours and at times this may impact on other children either directly or indirectly. We will always take a considered and sensitive approach in order that we can support all of our pupils.

9.13 INITIATION/HAZING

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

9.14 CHILDREN WITH FAMILY MEMBERS IN PRISON

Approximately 200,000 children in England and Wales have a parent sent to prison each Year. Staff are aware that children who have a parent in prison each year are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

9.15 CHILDREN AND THE COURT SYSTEM

Staff are aware that sometimes children are required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. The DSL will use the appropriate materials to support children through the process.

9.16 CHILD SEXUAL EXPLOITATION (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into CSE taking part in sexual or criminal

activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of 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.

CHILD SEXUAL EXPLOITATION (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape, or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

CHILD CRIMINAL EXPLOITATION (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves,

their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however staff should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

9.17 SERIOUS VIOLENCE

All staff are aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see section 8.16). All staff are aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

9.18 COUNTY LINES

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs.

9.19 MENTAL HEALTH

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children’s experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy. School can access a range of advice to help

them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the mental health and behaviour in schools guidance.

9.20 DOMESTIC ABUSE

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

OPERATION ENCOMPASS

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

9.21 HOMELESSNESS

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

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

- Human Rights Act, Equality Act 2010 & Public Sector Equality Duty (clarification 1.86-1.93)
- LGBT children (Extended information at 2. 202-204)

9. 22 LOOKED AFTER CHILDREN AND CHILDREN OPEN TO OR WHO HAVE BEEN OPEN TO A SOCIAL WORKER

Staff have the skills, knowledge and understanding to keep looked after children safe and are aware that a previously looked after child potentially remains vulnerable.

Appropriate staff have the information they need in relation to a child's looked after legal status.

9.23 PRIVATE FOSTERING

Staff will report any concerns to the DSL if they feel a child might be being fostered Privately. Definition of private fostering; a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home.

9.24 THE USE OF 'REASONABLE FORCE' IN SCHOOLS AND COLLEGES

Staff recognise that sometimes they may need to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'.

9.25 ORGANISED PHOTOGRAPHIC OPPORTUNITIES

The majority of promotional and press releases will be organised through the school Senior leadership team. These are generally agreed by both parties in advance. We will not use a child's image unless written consent is obtained from parents or carers for both the taking and publication of films or photographs.

9.26 NON-COLLECTION OF CHILDREN

If a child is not collected at the end of the session/day, we will continue to try and contact the parent. If we are unable to make contact we will try and make contact with other adult on the SIMS system. The PSA will visit the house and leave a note. If we are still unable to make contact an hour after the end of the school day/session we will contact the police and social services to report the child abandoned.

9.27 ELECTIVE HOME EDUCATION (EHE)

Many home educated children have an overwhelmingly positive learning experience. If parents' make the decision to home educate we expect them to do so with their child's best education at the heart of the decision. We understand the variety of reasons why some parents/carers would wish to home educate their child/ren and support this where the child's best education is at the heart of the decision. We also understand that by being educated at home, some children are less visible to the services that are there to keep them safe and supported in line with their needs. Regulations 2006 mean school will inform the LA of all deletions from admission registers when child is taken off roll. If a parent/carer informs us of their **intention** to remove their child/ren from school, we will aim to co-ordinate a meeting between ourselves, parents/carers (and other key professionals if relevant) to ensure that the best interests of the child have been considered, especially if the child has SEND, is vulnerable or has a social worker, **before** the final **decision** is made to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker. We are familiar with the guidance from DfE outlining the roles and responsibilities of the LA in relation to Elective Home Education.

10. SAFER RECRUITMENT AND SELECTION OF STAFF

- Our recruitment and selection policies and procedures adhere to the DfE Guidance "KCSIE" 2022 and the LA model policy for Safer Recruitment.
- Our safeguarding culture and vigilance, in conjunction with our policies and processes, will deter and prevent people unsuitable to work with children from applying or securing employment or

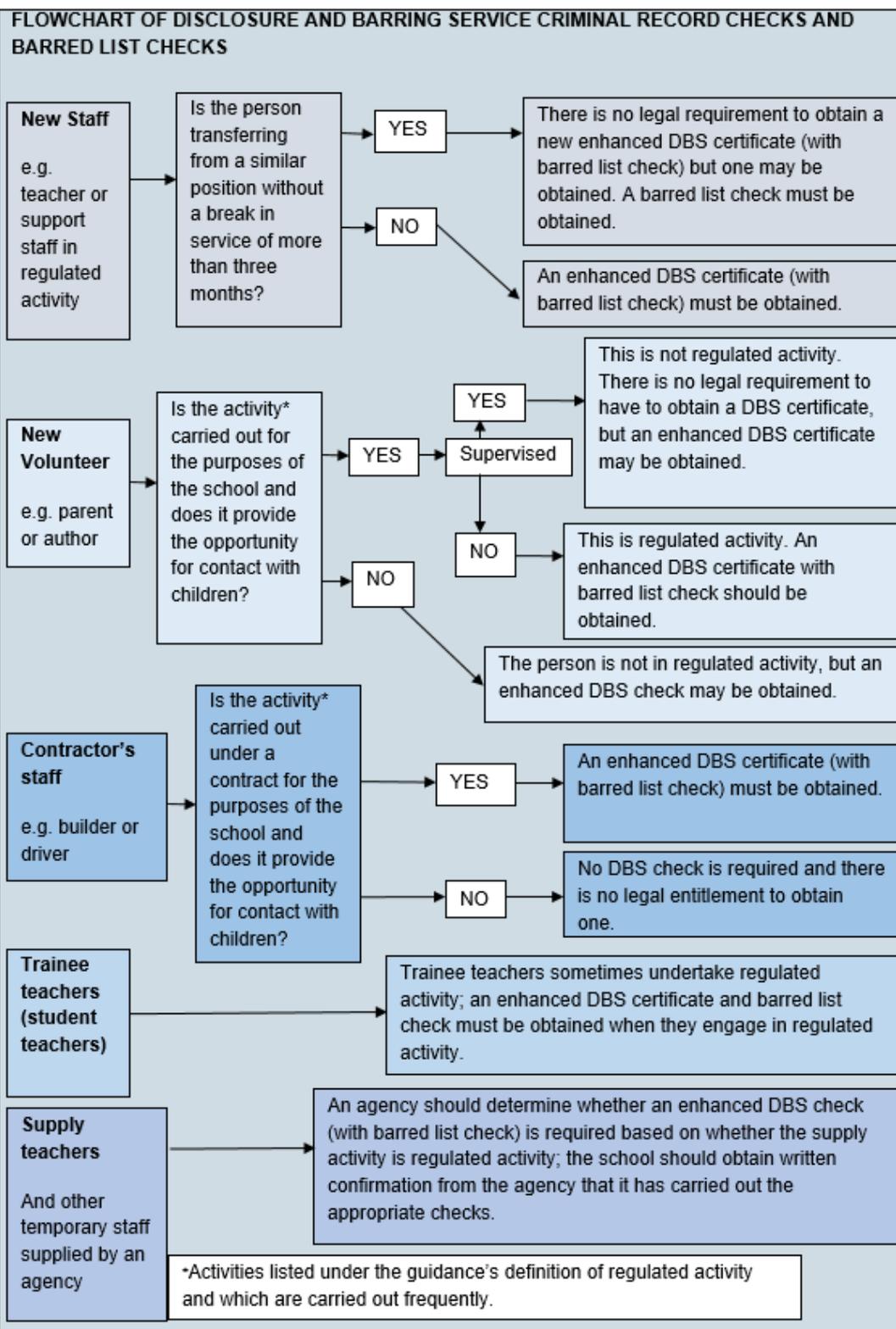
volunteering opportunities at our school/college. These measures are outlined below and expanded in our Safer Recruitment Policy.

- All those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training and at least one of the people who conducts an interview has completed safer recruitment training.
- Our job adverts will include safeguarding requirements and the schools /colleges commitment to safeguarding and promoting the welfare of children.
- Our job adverts will make clear that safeguarding checks will be undertaken, including online checks.
- We understand the process around filtering offences.
- Our application form will include the statement that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity.
- We do not accept CVs in place of an application form.
- Shortlisted applicants will be asked to complete a self -declaration of their criminal record or information that would make them unsuitable to work with children.
- Applicants must sign a declaration confirming information given is true.
- References are obtained by the school/college before interview and open references are not acceptable.
- Our selection techniques are pre-arranged, and questions structured to understand suitability, skills and motivation for the role
- We will investigate at interview if any concerns have come to light about the candidate through DBS or online checks.
- We involve pupils/students in the process in a meaningful way.
- All information in the decision-making process is recorded along with the decisions made.
- Correct pre-employment checks are carried out and appropriately stored on the single central record.
- We understand and complete appropriate processes to determine if there are any prohibitions, directions, sanctions disqualifications or restrictions related to the candidate.
- We understand the check which need to be made for individuals who have lived or worked outside the UK.
- We adhere to duties which must be performed in relation to agency and third-party staff, contractors, trainees or student teachers, visitors and volunteers

- We remain vigilant about safeguarding beyond the recruitment process and ensure commitment is evident to the safety and welfare of our children as enshrined in our ethos.
- The Headteacher and Governing body will ensure that all external staff and volunteers, including out of hours organisations using our school site have been recruited safely, including DBS checks with barred list information provided that 'children's workforce independent schools' is specified in the parameters for the barred list check). Maintained school governors and have an additional section 128 check.
- The school maintains a single central record of all recruitment checks updated and monitored at least termly by the named Safeguarding Governor
- Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.
- The Headteacher and governing body will ensure that all external staff and volunteers have an enhanced DBS check. Written notification will be requested from any agency or third party organisation used by us to confirm that the organisation has carried out the statutory recruitment checks.
- We will not keep copies of DBS certificates, either electronically or in paper files
- Risk assessments are carried out on all volunteer activities as required. If we place a pupil with an alternative provision provider, we continue to be responsible for the safeguarding of that pupil and are satisfied that the provider meets the needs of the pupil. We request written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment.
- Individuals who have lived or worked outside the UK undergo the same checks as all other staff in school (set out in paragraphs 213). This includes obtaining (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK. In addition, school will make any further checks we think appropriate so that any relevant events that occurred outside the UK can be considered.
- Following the UK's exit from the EU, we apply the same approach for any individuals who have lived or worked outside the UK regardless of whether or not it was in an EEA country or the rest of the world.

These checks could include, where available:

- criminal records check for overseas applicants.
- obtaining a letter (via the applicant) from the professional regulating authority in the country (or countries) in which the applicant has worked confirming that they have not imposed any sanctions or restrictions, and or that they are aware of any reason why they may be unsuitable to teach. Applicants can find contact details of regulatory bodies in the EU/EEA and Switzerland on the Regulated Professions database. Applicants can also contact the UK Centre for Professional Qualifications who will signpost them to the appropriate EEA regulatory body.



11. SERIOUS CASE REVIEWS

The MSP will always undertake a child practice review or serious case review (SCR) when a child dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death.

The purpose of the SCR is to:

- Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people
- Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.
- Improve inter-agency working to better safeguard and promote the welfare of children and young people
- If required we will provide an individual management report for a
- SCR and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.
- Our DSL will keep up to date with the findings from SCRs and other learning reviews nationally and in Manchester, share the learning and
- review our safeguarding procedures if relevant.

12. SAFETY ON & OFF SITE

Staff extend a warm welcome to all parents, carers and visitors and appreciates the opportunity to work closely with these, to benefit the learning and well-being of our pupils and staff. Clear signage, rigorous and robust procedures, which include organisational and building controls, will ensure that all pupils are fully protected from any malign influences or abuse. All visitors, including visiting speakers, are subject to each school's safeguarding protocols while on site and will be supervised at all times.

- Our site is secure with safeguards in place to prevent any unauthorised access and also to prevent children leaving the site unsupervised.
- We have good up to date knowledge of our local area and any safeguarding risks to the wider community.
- All visitors, including visiting speakers, are subject to our safeguarding protocols while on site and will be supervised at all times, if no checks have been obtained.
- We will ensure that any contractor, or any employee of a contractor, who is to work in our school, has been subject to the appropriate level of DBS check. We are responsible for determining the appropriate level of supervision depending on the circumstances. We will always check the identities of contractors and their staff on arrival.
- We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities.
- We exercise due diligence to prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils or staff.
- We have a work experience procedure in place. We will ensure that any person supervising a child on a placement has been subject to the appropriate level of DBS check.
- All school visits are fully risk-assessed and no child will be taken off-site without parental permission.
- For international exchanges, we will liaise with our partner schools abroad to establish a shared understanding of the arrangements in place both before and during the visit. We will ensure we are satisfied that these are appropriate and sufficient to effectively safeguard every child who will take part in the exchange. We may also feel it necessary to contact the relevant foreign embassy or High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside the UK.
- We have a Health & Safety policy e.g. for contacting parents and for reporting to the emergency services, including police and hospitals.

13. MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS

- We follow the DfE guidance 'KCSIE, September 2022', Section 4, when dealing with allegations made against staff and volunteers, including where they have behaved, or may have behaved in a way that indicates they may not be suitable to work with children (transferable risk).
- All allegations made against a member of staff, including supply teachers and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.

a. Allegations that may meet the harms threshold.

Allegations that might indicate a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school include they:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
 - possibly committed a criminal offence against or related to a child and/or;
 - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or behaved or may have behaved in a way that indicates they may not be suitable to work with children. This may have happened outside of school or college, that might make an individual unsuitable to work with children, this is known as transferable risk.
- Where appropriate an assessment of transferable risk to children with whom the person works will be undertaken. If in doubt we will seek advice from the local authority designated officer (LADO).
 - Allegations will be referred to the LADO for investigation if they meet the threshold. (KCSIE). We will work with LADO and other relevant agencies to support any investigations.
 - Where the initial discussion leads to no further action, the case manager and the LADO should: record the decision and justification for it; and the purpose of a strategy discussion and those likely to be involved is described in Working Together to Safeguard Children, agree on what information should be put in writing to the individual concerned and by whom.
 - Where further enquiries are required to enable a decision about how to proceed, the LADO and case manager will discuss how and by whom the investigation will be undertaken. In straightforward cases, the investigation will normally be undertaken by a senior member of the school's staff.
 - Suspension is not an automatic response when an allegation is reported. All options to avoid suspension will be considered prior to taking this step.

Section Two: Concerns that do not meet the harm threshold

Concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

Low level concerns

As a school we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

Creating a culture in which all concerns about adults (including allegations that do not meet the harms threshold are shared responsibly and with the right person, recorded and dealt with appropriately. This open and transparent culture; enables us to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these

boundaries, and in accordance with the ethos and values of the school. All low level concerns are reported to the headteacher/principal and may also be self-referred (KCSiE provides further clarity on processes- 432-434)

What is a low level concern?

The term 'low-level' concern does not mean that it is insignificant, it means that the behavior towards a child does not meet the threshold 'a person would pose a risk of harm if they continue to work in their present position'. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

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

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

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

- Any such concerns, including those which do not meet the harm threshold are shared responsibly and with the right person, and recorded and dealt with appropriately.
- Low-level concerns about a member of staff, supply staff, volunteer or contractor should be reported and reports about supply staff and contractors will be reported to their employers, so any potential patterns of inappropriate behaviour can be identified.
- All low-level concerns will be recorded in writing. The record will include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted if the individual wishes to remain anonymous then this will be respected as far as reasonably possible.
- Records will be kept confidentially in the persons personnel file and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harms threshold, in which case will be referred to the LADO. Consideration should also be given to whether there are wider cultural issues within the school or college 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.
- Records will be retained at least until the individual leaves our employment.
- We will only provide substantiated safeguarding allegations in references. Low level concerns will not be included in references unless they relate to issues which would normally be included in a reference. However, where a low-level concern (or group of concerns) has met the threshold for referral to the LADO and found to be substantiated, it will be referred to in a reference.
- Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to

use their services had they not left first, then we consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

- We ensure that all staff are aware of how to raise concerns, including anonymously as a whistleblower.
- Historic allegations will be referred to the police.

14. BOOKINGS

Ravensbury Community School operates a responsible booking protocol and will carry out appropriate checks and will exercise due diligence to prevent an organisation or speaker from using the school's facilities to disseminate extremist views or radicalise pupils or staff.

This policy has been ratified by the Governing Body at its meeting on **25.03.24** and will be reviewed in **September 2024**.

Legislation and statutory guidance

- This policy is based on the Department for Education’s statutory guidance Keeping Children Safe in Education (2022) and Working Together to Safeguard Children (2018), and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.
- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- FGM Duty, Multi-agency statutory Guidance on FGM April 2016, Section 74 Serious Crime Act , which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what ‘regulated activity’ is in relation to children
- Prevent Duty, Section 26 Counter-Terrorism and Security Act
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the “2018 Childcare Disqualification Regulations”) and Childcare Act 2006, which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.
- Ofsted Section 5 Inspection Framework for Schools
- Inspecting Safeguarding in Early years, Schools& skills Settings’
- Serious Case Reviews and Domestic Homicide Reviews
- DFE Statutory Policies for Schools
- DFE Children Missing Education, Statutory Guidance
- DFE Designated Teacher for LAC Guidance
- DFE Supervision of Regulated Activity
- Health and Safety Legislation
- Listening to and involving children and young people Statutory Guidance.
- Governors Handbook

Non-Statutory Guidance

- DFE 'What to do if you are worried a child is being abused –Advice for practitioners'
- 'Safer Working Practices'
- DFE National Standards for Headteachers
- DFE 'Use of reasonable Force in Schools'
- United Nations Convention on the Rights of a Child, Article 2, 3, 6 and 12
- NSPCC Whistleblowing Adviceline

MCC, MSP & GM Policies, Procedures & Guidance

For further safeguarding information, guidance and policies on the following please visit MSP website www.manchestersafeguardingpartnership.co.uk/

MSP & GM Policies

- Managing Allegations and Concerns Against Staff and Volunteers
- Forced Marriage
- Domestic Abuse
- Missing from Home and Care
- Private Fostering
- Child Sexual Exploitation
- Preventing Violent Extremism
- Guns and Gangs
- E-Safety Policy
- Safe Staffing and Recruitment
- MSP Multi-agency Levels of Need & Response Framework,
- Safeguarding Concerns, Guidance & Proformas, including escalation process
- MSP LADO Referral Process
- MSP Learning From Serious Case Reviews

Help & Support Manchester Website:-

- Early Help Strategy, Guidance, Assessments & Referrals
- Signs of Safety Strategy, Guidance & Resources

National Police Chiefs' Guidance

Allegations of abuse made against staff

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work.

Definitions for outcomes of allegation investigations

Substantiated: there is sufficient evidence to prove the allegation

Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive

False: there is sufficient evidence to disprove the allegation

Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the headteacher (or chair of governors where the headteacher is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children’s social care services, as appropriate
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children’s social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate; trade union representatives, welfare counselling
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children’s social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice

- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child
- We will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.
- If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.
- Where the police are involved, wherever possible the governing board and/or local authority will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Timescales

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the headteacher, or other appropriate person in the case of an allegation against the headteacher, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

Learning lessons

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

School Policies:

- Health and Safety
- Physical Interventions/Restraint
- Work Experience and Extended work placements
- Sex and Relationships Education
- Equal Opportunities
- E-Safety
- Extended Schools Activities
- Behaviour Management including fixed and short term exclusions
- Trips and Visit
- Special Educational Needs
- Toileting and Intimate Care
- Disability Discrimination
- Anti-bullying
- Administration of Medicines
- Letting to external organisations
- External visitors/speakers
- Safer Recruitment Policy
- Child on Child Abuse Policy
- Working From Home Policy

The following definitions are from *Working Together to Safeguard Children (2018)*

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse: A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

Emotional abuse: The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: Involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (eg rape, buggery or oral sex) or non-penetrative acts. The activities may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities or encouraging children to behave in sexually inappropriate ways.

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

Significant Harm: The threshold that justifies compulsory intervention in family life and gives Local Authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering or likely to suffer significant harm.

Sexting (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

Upskirting: Is typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm.

When to be concerned?

If you feel that a child may be at risk of harm but are not sure, then inform one of the Safeguarding team immediately. They will offer advice and take appropriate action.

Child abuse can happen to any child regardless of elements such as gender, culture, religion, social background ability or disability.

A copy of the schools Safeguarding policy is located in the school office.

Types of harm

We all have a responsibility to keep children (under the age of 18) safe, both at home and in school. Harm is identified in four ways:

Physical - when a child is deliberately hurt or injured.

Sexual - when a child is influenced or forced to take part in a sexual activity. This can be a physical activity of no-physical, e.g. being made to look at an inappropriate image.

Emotional - when a child is made to feel frightened, worthless or unloved. It can be by shouting, using threats or making fun of someone. It can also be when children see their parents, or visitors to the home, fighting or using violence.

Neglect - when a child is not being taken care of by their parents/ guardians. It can be poor hygiene, poor diet, not keeping appointments for additional support, not coming to school are being left home alone.

ALERTS

- You may see physical signs
- You may hear worrying accounts
- You may pick up on emotional stress
- You may notice changes in a child's behaviour or presentation
- Someone may disclose to you

Regardless of the source of harm you **MUST** report your concern

What must I do?

What must I do?

- React calmly
- Listen; Listen carefully to the child. Do not interrupt or ask questions
- Reassure; Be calm, attentive and non-judgemental. Do not promise to keep what is said secret. Explain to the child that you must pass on the information if you are worried about their safety.
- Respond; Inform a member of the safeguarding team without delay
- Record; Record carefully what the child says in their own words on the pink safeguarding sheet including how and when the account was given. Date and sign the form. Give it to a Member of Staff of the Safeguarding Team.

REMEMBER!

Not all abuse has physical signs.

Delay in reporting your concerns could cause the child greater harm

A 'Good' Safeguarding School

The leadership, staff and governing body are committed to a safe school which promotes the well-being and welfare of all its pupils, staff and visitors and the following is embedded into its vision, culture and practices:

ETHOS AND ENVIRONMENT

- The school is a place where 'Every Child Matters'.
- The environment is welcoming and pleasant and pupils, staff and visitors are greeted appropriately.
- The school/setting has pleasant and welcoming dining areas and encourages healthy eating.
- Achievements and progress are regularly celebrated and pupils have high expectations of themselves and others and understand that long-term goals are worth working for.
- Pupils feel valued and are open and confident in their relationships with staff and one another.
- Pupil's work is displayed and changed regularly.

PRACTICES AND PROCEDURES

- The school has a 'Safeguarding Policy' which all staff understand and practices are fully implemented.
- Behaviour Management and Anti-bullying Policies are in place and are clearly understood and followed by all.
- The Multi Agency Levels of Need and Response Framework is embedded.
- Effective School Improvement Plan and effective school self-evaluation procedures are in place.
- Appropriate Policies and Procedures are in place, understood and implemented by all staff.
- The school/setting takes account of the DDA and has made appropriate adjustments for staff and pupils.
- All staff involved in safeguarding liaise regularly to ensure continuity in the support they provide.
- The school/setting has an identified person who administers medicines.
- DBS checks are in place and regularly up-dated.
- Appropriate Risk Assessment procedures are in place and up-dated.

PUPIL TRACKING

- The progress and attendance of pupils in alternative provision is carefully tracked and monitored as for other pupils.
- Pupil tracking systems are in place and used effectively to monitor and track progress and intervene as required.
- Vulnerable groups are identified and tracked for progress, attainments and attendance.
- Effective transition for pupils takes place at all stages.

STAFF TRAINING

- The Leadership and Management of the school is trained in Safeguarding and is effective.
- A Senior Designated Person for Safeguarding is nominated and receives regular training and has access to appropriate supervision.
- Staff receive regular up-dated training on Safeguarding and identified staff receive higher level training as appropriate.

PUPIL ENGAGEMENT

- Pupil voice is valued and the School Council is afforded respect and is involved appropriately in decision making.
- Pupils are given responsibility in supporting other pupils and are involved in routine organisational tasks and activities.
- Pupils are encouraged to participate in a variety of clubs and activities.

THE CURRICULUM

- The curriculum, organisation of teaching and learning and ethos in settings and schools contributes to teaching children and young people about safety issues, including road safety, accident prevention, substance misuse, sexual harassment, self-harm, Internet safety and building resilience.
- Staff expectations of pupil's behaviour, attendance and attainment are high.
- School has developed approaches to tackling all forms of bullying including, racist, homophobic and cyber-bullying. This includes tackling issues leading to grooming and child sexual exploitation and radicalisation
- There are formal and informal opportunities to praise reward and celebrate pupils behaviour and achievements in lessons, tutor groups, assemblies, dinner time, break time, before and after school, trips etc.

WORKING WITH PARENTS/CARERS AND OUTSIDE AGENCIES

- There is effective communication between the school staff, outside agencies and parents/carers.
- Family intervention work is an integral part of the school's support for children and families.
- The school actively pursues all absence – they know which children are at risk of becoming/or are persistently absent – non-attendance is understood as a potential safeguarding issue.
- The school does not exclude pupils but tries to find alternative ways of supporting them.
- The school does not see pupils at risk of gang involvement, sexual exploitation, radicalisation or criminal activity as crime and disorder issues but as a 'children in need issue' and works closely with other partner agencies to safeguard them.

INDICATORS OF VULNERABILITY TO RADICALISATION

- Pupil is distanced from their cultural/religious heritage and experience.
- Pupil demonstrates discomfort about their place in society.
- Pupil may be experiencing family tensions at home.
- Low self esteem and sense of isolation.
- Pupil has distanced self from existing friendship groups and become involved with a different group of friends.
- Pupil may be searching for questions about their identity, faith and belonging.
- Pupil may have perceptions of injustice and rejects civic life.
- Pupil is accessing extremist websites and is in contact with extremist recruiters.
- Pupil justifies violence to solve societal issues.
- Significant changes in behaviour and/or appearance.
- Pupil uses extremist narratives and global ideology to explain personal disadvantage

Safeguarding information for school and college staff

The following is a condensed version of Part one of Keeping children safe in education. It can be provided (instead of Part one) to those staff who do not directly work with children, if the governing body or proprietor think it will provide a better basis for those staff to promote the welfare of and safeguard children.

The role of school and college staff

1. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children has an important role to play.
2. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating. It is important all staff (including those who do not work directly with children) recognise the important role they play in protecting children.

What school and college staff need to know

For the purposes of safeguarding, a child is anyone under the age of 18. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and taking action to enable all children to have the best outcomes.

All staff should:

- Be aware of the systems in their school or college which support safeguarding, and these should be explained to them as part of staff induction. As a minimum this Annex and the child protection policy should be shared with staff at induction
- Receive appropriate safeguarding and child protection training (including online safety) which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (including online safety) (for example, via emails, ebulletins and staff meetings), as required, and at least annually, to provide them with the skills and knowledge to safeguard children effectively
- Know the identity of the designated safeguarding lead (and any deputies) and how to contact them
- know what to do if a child tells them they are being abused or neglected. This includes understanding they should never promise a child that they will not tell anyone else about a report of abuse, as this is unlikely to be in the best interests of the child, and,
- should be able to reassure all victims 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 abuse, sexual violence or sexual harassment, nor should a victim ever be made to feel ashamed for making a report.
- should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the nonconsensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

What school and college staff should look out for

Abuse and neglect

- Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect, including exploitation, so that they are able to identify cases of children who may be in need of help or protection. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.
- If staff are unsure, they should always speak to the designated safeguarding lead (or a deputy).

Forms 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. Children may be abused by other children or adults, in a family or in an institutional or community setting by those known to them or, more rarely, by others.
- **Physical abuse:** a form of abuse that may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to 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. 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. Females can also be abusers as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff should be aware of it and their school or colleges 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 involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- All staff should be aware that child sexual and child criminal exploitation are forms of child abuse.

Safeguarding issues

- All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as youth produced sexual imagery) put children in danger. (Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos).

Child-on-child abuse

- All staff should be aware that children can abuse other children at any age (often referred to as child-on-child abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of abuse and know how to identify it and respond to reports.
- All staff should be clear as to the school or college's policy and procedures with regards to child-on-child abuse. Child-on-child abuse is most likely to include, but may not be limited to:
 - bullying (including cyberbullying, prejudice-based and discriminatory bullying)

- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment

What school and college staff should do if they have concerns about a child

- Staff working with children should maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.
- Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe.
- If staff have any concerns about a child’s welfare, they should act on them immediately. They should follow their school or college’s child protection policy and speak to the designated safeguarding lead (or a deputy). In the absence of the designated safeguarding lead (or a deputy) staff should speak to a member of the school or college’s senior leadership team.
- The designated safeguarding lead (or a deputy) will generally lead on next steps, including who else, if anyone, in the school or college should be informed and whether to pass a concern to local authority children’s social care and/or the police. In some instances, staff may be expected to support the local authority children social care assessment process. If this is the case, the designated safeguarding lead (or a deputy) will support them.

Why is all of this important?

- It is important for children to receive the right help at the right time to address safeguarding risks and prevent issues escalating and to promote children’s welfare. Research and serious case reviews have repeatedly shown the dangers of failing to take effective and immediate action. Examples of poor practice includes failing to act on and refer the early signs of abuse and neglect.

What school and college staff should do if they have a safeguarding concern or an allegation about another staff member who may pose a risk of harm to children

- If staff have a safeguarding concern or an allegation is made about another member of staff (including supply staff, contractors, volunteers, and visitors) harming or posing a risk of harm to children, they should speak to the headteacher or principal (unless it relates to the headteacher or principal, in which case they should speak to another member of the school’s or college’s senior leadership team).

What school or college staff should do if they have concerns about safeguarding practices within the school or college.

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school’s or college’s safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.
- Appropriate whistleblowing procedures should be in place for concerns to be raised with the school’s or college’s senior leadership team.
- Where staff feel unable to raise an issue with their employer or feel that their genuine safeguarding concerns are not being addressed NSPCC whistleblowing advice line is available. Staff can call 0800028 0285 – 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk. Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH.14

Annex F: Table of substantive changes from September 2021

This table explains where we made substantive changes.

Summary	About the guidance
About this guidance Who is this guidance for?	Reiterated that 'college' includes providers of post 16 Education as set out in the Apprenticeships, Skills, Children and Learning Act 2009 (as amended) : 16-19 Academies, Special Post-16 institutions and Independent Training Providers.
Part one	Safeguarding information for all staff
Paragraph 19	New paragraph setting out that children may not feel ready or know how to tell someone they are being abused.
Paragraph 43	New paragraph added on Domestic Abuse.
Part two	The management of safeguarding
Paragraph 81	New paragraph explaining how safeguarding and child protection training will help governors and trustees.
Paragraph 82-93	Added clarification to paragraphs regarding the Human Rights Act 1998, the Equality Act 2010, and the Public Sector Equality Duty.
Paragraph 132	Added link to Harmful online challenges and online - this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support.
Paragraphs 139	Added a paragraph to reinforce the importance of schools and colleges speaking with parents and carers about children's access to online sites when away from school or college.
Paragraph 140	Provided clarity on the role of governors and proprietors when considering filters and monitoring and ensuring the effectiveness is regularly reviewed.
Paragraphs 191-196	Added further information on the role of the virtual school head.

Paragraphs 202-204	Extended the information about schools and colleges ensuring children who may be LGBT have a trusted adult who they can be open with.
Part three	Safer recruitment
Footnote 101	Added a reminder that DBS for checks on volunteers are free.
Part four	Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors.
Retitled heading	Safeguarding concerns and allegations made about staff, including supply teachers, volunteers and contractors
Paragraph 432-434	Added information to provide clarity on the process for sharing low-level concerns.
Part five	Child-on-child sexual violence and sexual harassment
Paragraphs 465	Added bullet point and link to London Grid for Learning 'Undressed' guidance.
Paragraph 468	Added paragraph to highlight the importance of ensuring children understand the law on child on child abuse is there to protect them rather than criminalise them.
Paragraphs 482	Added a bullet point to emphasise the importance of understanding intra familial harms and any necessary support for siblings following incidents.
Paragraphs 492	Paragraph added to emphasise the need for schools and colleges as relevant agencies should be part of discussion with statutory safeguarding partners.
Annex B	Further information
Forced Marriage	Added link to The right to choose: government guidance on forced marriage.
County lines toolkit	Added link to the County Lines Toolkit For Professionals - The Children's Society in partnership with Victim Support and National Police Chiefs' Council
Operation Encompass	Added contact details.