LINCOLN ANGLICAN ACADEMY TRUST
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Safeguarding and Child Protection Policy

Weston St Mary Church of England Primary School

This Policy has been updated in line with KCSIE 2018. It is recognised that as a result of Working Together to Safeguard Children 2018, Local Safeguarding Children Boards (LSCB) will cease to exist in the next 12 months and be replaced with a requirement on three partners - local authorities, the police and the health service - to make arrangements for working together on child protection in a local area. This transitional process will vary within each Local Authority. To recognise and respond to this, this policy has retained LSCB as the local professional body for safeguarding pupils. Where and when LSCBs cease to exist Schools and Staff will need to refer to the new professional bodies guidance that undertakes the duties of the LSCB as identified in this policy.

Church schools serving their communities through excellence, exploration and encouragement within the love of God.

The diocese of Lincoln is called to faithful worship, confident discipleship and joyful service and our church schools bear witness to our belief that every child is made in the image of God and loved by Him. They were founded for the good of their local communities so that children can be educated through the values and stories of Christianity.

Policy Owner: CEO LAAT
Policy Date: September 2018

School Information

Designated Safeguarding Lead	Mrs A Flack
Deputy Designated Safeguarding Lead	Mrs R Walker
Date Approved by Local Board	4th September 2018
Date Uploaded to School Website	4th September 2018
Link to Local Safeguarding Children Board (LSCB)	www.lincolnshire.gov.uk/lscb (delete as appropriate)

The safety of all pupils is our first priority

Safeguarding and promoting the welfare of children is everyone's responsibility	We operate a culture of openness and accept that abuse can happen in any organisation	All concerns are reported

All concerns about a child must be reported immediately to the Designated Safeguarding Lead (DSL) or in their absence the Deputy Safeguarding Lead (DDSL)

Designated Safeguarding Lead	Mrs A Flack
Deputy Designated Safeguarding Lead	Mrs R Walker

In the event that a child is in danger or at risk of harm a referral should be made to Children's Social Care and/or the police immediately. You may also make a referral to Children's Social Care yourself if you are concerned one has not been made or is unable to be made 01522 782111

Allegations about another staff member or adult should be referred to the Headteacher	Allegations about a Headteacher should be made to the CEO of LAAT who will then take it to the LADO	All low level concerns or nagging doubts should be shared with the DSL or DDSL
Mrs A Flack	Jackie Waters Dewhurst 01522 504014	Mrs R Walker

We recognise the importance of following 'Whistleblowing Policy' if someone has any concerns. It is better to be wrong than to miss something.

This Policy must read alongside 'Keeping Children Safe in Education 2018'
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/707761/Keeping_Children_Safe_in_Education_-_September_2018.pdf

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Note: The Appendices above contain information both from and in addition to KCSIE 2018. However, when dealing with any specific issue, in addition to using this document, schools should always refer to KCSIE 2018 to see if there is any further guidance that would support them.

Important Note: where this policy refers to 'academy' it means the individual school. Where 'LAAT' or 'academy trust' is used it refers to the LAAT.

Note: a further LAAT document 'Safeguarding and Child Protection Policy Supplementary Sheets To Supporting Record Keeping' is available. The sheets/formats it contains are not compulsory but provided to schools for them to consider when reviewing their own or their LCSB formats.

Introduction

LAAT and Weston St Mary Church of England Primary School recognise their responsibilities for safeguarding, child protection and promoting the welfare of children. This policy applies to all Local Board members, staff, visitors and parents. This policy has been developed in accordance with the requirements identified in 'Keeping Children Safe in Education 2018'
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/707761/Keeping_Children_Safe_in_Education_-_September_2018.pdf

This includes guidance on:

- Children in the court system
- Children missing in education (CME)
- Children with family members in prison
- Child sexual exploitation (CSE)
- Child criminal exploitation
- Domestic abuse
- Homelessness
- So called Honour Violence (Including Female Genital Mutilation (FGM) and forced marriage)
- Preventing radicalisation
- Peer on peer abuse
- Sexual violence and sexual harassment between children in schools

LAAT and Weston St Mary Church of England Primary School will fulfil their local and national responsibilities and have due regard to the following documents:-

1. DfE 'Keeping Children Safe in Education', Sept 2018
2. DfE 'Working Together to Safeguard Children', March 2018
   (Please see appendices 1 to 15 for other relevant documents)

PREVENTION

Weston St Mary Church of England Primary School will establish an ethos where:

- Children feel secure in a safe environment in which they can learn and develop
- Children know that there are adults in the school whom they can approach if worried or in difficulty.
- Importance and prioritisation is given to equipping the children with the skills needed to stay safe; including providing opportunities for Personal, Social and Health Education throughout the curriculum.
- Children develop realistic attitudes to their responsibilities in adult life and are equipped with the skills needed to keep themselves safe; including understanding and recognition of healthy/unhealthy relationships and support available.
- Children are supported in recognising and managing risks in different situations, including on the internet, being able to judge what kind of physical contact is acceptable and unacceptable, recognising when pressure from others, including people they know, threatens their personal safety and well-being and supporting them in developing effective ways of resisting pressure.

- All adults feel comfortable and supported to draw safeguarding issues to the attention of the Head Teacher and/or the Designated Safeguarding Lead and are able to pose safeguarding questions with 'respectful uncertainty' as part of their shared responsibility to safeguard children. Staff working with children are advised to maintain an attitude of 'Think the unthinkable' and **'it could happen here'** where safeguarding is concerned. (Keeping Children Safe in Education 2018)
- There is a proactive approach to substance misuse. Issues of drugs and substance misuse are recorded and there is appropriate follow up action taken. Pupil awareness of the dangers of substance misuse is developed and delivered through the school's curriculum.
- Support and planning for young people in custody and their resettlement back into the school community is undertaken, where necessary, as part of our inclusive approach.
- It works in accordance with 'Working Together to Safeguard Children 2018' and supports Local Safeguarding Children Board (LSCB) to ensure children and young people receive the most appropriate referral and access provision; actively supporting multi agency planning for those children and, in doing so, providing information about the 'voice of the child' and the child's lived experience as evidenced by observations or information provided the multi-agency forum.
- All students have a right to be protected, respected, valued and to be heard. This will be achieved by:

    - The identification of students at risk of suffering significant harm, exploitation or extremism
    - Reducing the potential risks pupils face of being exposed to violence, extremism, exploitation, or victimisation
    - Raising awareness of all staff through effective communication and training
    - The referral of all disclosures to the appropriate agencies
    - Addressing concerns at the earliest possible stage using Early Help procedures
    - Working in partnership with the Local Safeguarding Children Board (LSCB) or its equivalent.

1.1 Policy Statement

We recognise that because of the day to day contact with children, academy staff are well placed to observe the outward signs of abuse, neglect, victimisation and exploitation. We will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- Ensure children know that there are adults in the school whom they can approach if they are worried
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by Local Safeguarding Children Board (LSCB) and guidance issued by the Department for Education to:

- Ensure we have a nominated Designated Safeguarding Lead responsible for Safeguarding and a Deputy Designated Safeguarding Lead.
- Ensure every member of staff (including temporary, supply and volunteers) and members of the Local Board ; know the name and understand the role of the designated senior person responsible for Safeguarding.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for Safeguarding.
- Ensure that parents have an understanding of the responsibility placed on the Academy staff for Safeguarding by setting out their obligations by updating and publishing our policy on the school website annually.
- Notify the allocated social worker immediately if there is an unexpected absence of a pupil who is subject to a child protection plan.

- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Follow procedures where an allegation is made against a member of Academy staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Ensure **EARLY HELP Process** is available to support children who need additional support (the Early Help Strategy can be accessed via the LCSB weblink at the front of this document). We will identify learners who require this extra level of support in our school, these are vulnerable children who we will monitor to support their development whilst not at risk of immediate danger or significant risk of harm. This includes the additional barriers that exist when recognising abuse of pupils with SEND.

Weston St Mary Church of England Primary School recognises that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. We may be the only stable, secure and predictable element in the lives of children at risk. Their behaviour may be challenging and defiant or they may be withdrawn. We will endeavour to support the pupil through:

- The content of the curriculum.
- Our ethos.
- Our behaviour policy, which is aimed at supporting vulnerable pupils.
- Ensuring that the pupil knows that some behaviour is unacceptable, but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service (CAMHS), Education Welfare Service and Educational Psychology Service.
- Ensuring that, where a pupil subject to a child protection plan, child in need or early help leaves, their information is securely transferred to the new School/Academy immediately and that the child's social worker is informed.
- We use internal and external exclusions only as a last resort for students deemed as vulnerable or at risk.
- We will seek information on pupils who have moved into the school from another area.

Safeguarding Children with SEND

This policy reflects additional safeguarding challenges for children with SEN and disability including;

- Awareness that behaviour, mood and injury may relate to possible abuse and not just SEN or disability
- Higher risk of peer group isolation
- Disproportionate impact of bullying
- Difficulties with communication.

We provide additional pastoral support for children and SEN and disabilities.

We recognise that children with SEN and disabilities are more likely to be abused or neglected and we will monitor these young people to keep them safe.

There is a concern sometimes that, for children with SEN and disabilities, their SEN or disability needs are seen first, and the potential for abuse second. If children are behaving in particular ways or they're looking distressed or their behaviour or demeanour is different from in the past, staff should think about that being a sign of the potential for abuse, and not simply see it as part of their disability or their special educational needs.
Children with SEND have a higher risk of being left out, of being isolated from their peers, and they are disproportionately affected by bullying. Staff are encouraged to make sure that children with SEN and disabilities have a greater availability of mentoring and support.

Our Academy Behaviour policy provides detail around the **'use of reasonable force'** and how this is only used as a last resort for managing incidents of very challenging behaviour.

1.1.1 Related Issues

Safeguarding covers more than the contribution made to child protection in relation to individual young people. It also encompasses issues such as pupil health and safety, bullying and a range of other issues. For example, arrangements for meeting the medical needs of children, providing first aid, building security, drugs and substance misuse, positive behaviour, etc. There may also be other safeguarding issues that are specific to the local area or population that need to be identified in partnership with the Local Authority e.g. gang membership and the safeguarding of vulnerable adults. Weston St Mary Church of England Primary School has a duty to ensure that safeguarding permeates all activities and functions. This policy therefore complements and supports a range of other safeguarding issues

- Bullying including cyber bullying
- Children missing education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- So called honour violence (FGM and FM)
- Gangs and youth violence
- Gender based violence/violence against women and girls (VAWG)
- Hate
- Mental health
- Missing children and adult strategy
- Private fostering
- Preventing radicalisation
- Relationship abuse
- Sexting
- Trafficking
- Children and the court system
- Children with family members in prison
- Child criminal exploitation
- Homelessness
- Peer on peer abuse
- Sexual violence and harassment

1.2 Responsibilities

1.2.1 The **LAAT** will oversee the implementation of the policy and procedures in each academy through regular monitoring of policy and practice. This will be done on an annual basis or more frequently when necessary. This policy will be reviewed at least annually.

LAAT fully recognises the contribution it can make to protect children and support students in its academies. The aim of this policy is to safeguard and promote our students' welfare, safety and health by fostering an honest, open, caring and supportive climate. Student's welfare is of paramount importance.

1.2.2 The Local Board will oversee and keep under review the Academy Child Protection and Safeguarding policy and ensure they:

- Have robust Safeguarding procedures in place.

- Operate safer recruitment procedures and ensures appropriate checks are carried out on new staff and adults working on the school site. This includes checking the Single Central Record (SCR).
- Have procedures for dealing with allegations of abuse against any member of staff or adult on site.
- Appoint a member of staff from the Academy leadership team (SLT) to the role of designated safeguarding lead with a clear job description outlining this role.
- Appoint a deputy designated safeguarding lead
- Always have cover for the designated safeguarding leads.
- Provide a broad and balanced curriculum with children being taught about safeguarding, including on-line, through teaching and learning opportunities.
- Have appropriate filters and monitoring systems in place to proactively monitor internet use particularly for vulnerable pupils.
- Take steps to remedy any deficiencies or weaknesses with regard to safeguarding arrangements.
- The Local Board will nominate a member responsible for liaising with the LAAT, LA and/or partner agencies in the event of allegations of abuse against the Head teacher
- Carry out an annual review of the Safeguarding policy and procedures in conjunction with a member of LAAT staff or a peer Head Teacher. This will be done using LCSB audit tools and will be reported to both the LCSB and LAAT.
- Ensure that the Academy contributes to inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children 2018'.
- Comply with its obligations under section 14B of the Children's Act 2004 to supply the LSCB with information to fulfil its functions.
- Ensure that at least one person on any appointment panel has undertaken safer recruitment training.
- Local Boards should utilise the experience and expertise of their staff when shaping safeguarding policies.

1.2.2 All adults working in our Academy (including visiting staff, volunteers and pupils on placement) are required to report instances of actual or suspected child abuse or neglect (as defined in the latest DfE 'Keeping Children Safe' 2018 guidance) to the Designated Senior Lead with responsibility for child protection.

The Designated Lead for Safeguarding is: Mrs A Flack

The Deputy Designated Lead for Safeguarding is: Mrs R Walker

1.2.3 The Head Teacher will:

- Be responsible for the implementation of the policy and procedures and ensuring that the outcomes are monitored.
- Ensure that all staff, Local Board members, parents and students are aware of the policy and procedures in place.
- Select/appoint two Designated Safeguarding Leads (DSLs) - the DSL and Deputy DSL. Consideration should be given by the Head Teacher/Principal to the range of other responsibilities that the DSL undertakes. The DSL needs to have the flexibility to act immediately on a referral that requires an urgent response and to be able to give time to lengthy meetings or case conferences.
- Ensure that details of the DSL and Deputy DSL are clearly displayed in staff areas and any staff handbook.
- Determine an appropriate training programme in consultation with the Designated Safeguarding Lead (DSL) reflecting the requirements of Keeping Children Safe in Education 2018.(All staff and volunteers to read KSCIE part 1 and Annex A at least annually and to sign for doing so)

Home-stays (Exchange Visits)

The Headteacher will ensure that if children are staying with parents as part of an exchange, they (the parents) do need to have an enhanced DBS check. The DBS service will process these checks without payment because those parents are volunteers. If there are other people in the family aged over 16, then the school can decide whether they will do an enhanced DBS check for those 16 and 17 year olds who live in the house

See Annex E of KCSIE 2018 for further guidance

1.2.4 The Designated Safeguarding Lead (DSL) is responsible for:

- Ensuring that all cases of suspected or actual concerns associated with child protection are referred to the appropriate agencies.
- DSL and DDSL will have appropriate training on Safeguarding and Child Protection as per guidance in KCSIE and LCSB arrangements (at level identified by LSCB) at least every two years with updates at least annually
- Being aware of the latest national and local guidance and requirements and keeping the staff informed as appropriate.
- Ensuring that effective communication and liaison takes place between the Academy and the Local Authority, and any other relevant agencies, where there is a safeguarding concern in relation to a student.
- Ensuring that all staff have an understanding of child abuse, neglect and exploitation and their main indicators. This will include training for all staff at least annually.
- Dealing with allegations of abuse in accordance with local procedures.
- Ensuring that appropriate training for staff is organised according to the agreed programme. This training must now be 'at least annually' (with regular updates as necessary).
- Ensuring that adequate reporting and recording systems are in place; and

The Designated and Deputy Safeguarding Lead will meet regularly to discuss safeguarding issues including:

1. LAC (Looked After Children, (note new 2018 guidance for Looked After Children which identifies criteria for looked after and former looked after children)
2. CIN/CP (Child in need/Child Protection)
3. Early Help
4. Medical issues
5. Persistent Absence
6. Police reports
7. Substance misuse
8. Local and national issues such as FGM (Female Genital Mutilation), extremism, CSE (Child sexual exploitation) , CME (Children missing Education) and FM (Forced Marriage) (And others as identified in annex A of KCSIE 2018)
9. SEND children

1.2.5 All staff, including supply teachers and other visiting staff (e.g. School nurses) and those supporting educational visits will be informed of the Designated Safeguarding Lead (DSLs) name, the Deputy Designated Safeguarding Lead (DDSLs) name and the Academy's policy for the protection of children:

- During their first induction to the Academy
- Whole staff training or briefing meetings

All staff need to be alert to the signs of harm and abuse. They should report any concerns if not immediately, as soon as possible, to the Designated Safeguarding Lead (DSL) or named deputy. If in any doubt, staff should consult with the Designated Safeguarding Lead (DSL) or their nominated deputy.

2. Allegations of Abuse

2.1 When a member of staff suspects that any student may have been subject to abuse, or a student has suggested that abuse has taken place either to themselves or another student, the allegation must be reported immediately to the Designated Safeguarding Lead (DSL) or the Deputy DSL, if the DSL is off site.- unless it relates to these people

2.2 The DSL (or Deputy DSL if the DSL is off site) will ensure the allegation is acted on within the school day (including extended hours).

2.3 The DSL will ensure that the Head Teacher and Deputy DSL are informed of all allegations and how they are dealt with.

2.4 The DSL will deal with the allegation in accordance with locally agreed LSCB procedures.

2.5 The DSL will be best placed to carry out a risk assessment of the issue and determine the escalation and timescales for dealing with the allegation.

3. Allegations against Staff - Reporting Procedures

3.1 We will manage cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. It will be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he/she is unsuitable to work with children.

We will follow guidance in Keeping Children Safe In Education and LSCB guidance (see LSCB procedures Managing Allegation against Staff).

3.2 We have a duty of care to our employees. We will ensure we provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is subject to the allegation.

3.3 The procedures for dealing with allegation will be applied with common sense and judgement. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authorities children's services. In these cases we will link to the LSCB procedures.

To access the full procedures visit the LCSB website (link at start of this document)

4. Training

The Academy also has a commitment to training annually in house and to multi agency training run through the LSCB or Local Authority.

- Time will be given to enable this commitment to be met.
- The Designated Safeguarding Lead (DSL) and Deputy DSL will receive relevant training (at level identified by LSCB) at least every two years with updates at least annually.
- All staff, Local Board members and volunteers new to the Academy will be given appropriate Safeguarding training as part of their induction programme to the Academy.
- All Academy staff will undertake training annually as organised by the DSL.
- Newly recruited staff have safeguarding and child protection training as part of their induction and will receive Academy specific training including being made aware of local risk factors for extremism.
- The DSL will attend appropriate Prevent training (WRAP) as provided by the Home Office and Local Authority.
- Appropriate members of senior leadership teams and Local Board members are required to complete Safer Recruitment Training in order that one panel member on every selection panel is trained in 'Safer Recruitment'. Online training can be obtained from the NSPCC http://www.nspcc.org.uk/what-you-can-do/get-expert-training/safer-recruitment-education-course or through the LSCB website.

5. Safe Staff Recruitment (Including Volunteers)

We recognise that it is vital that schools and colleges create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children. We will act reasonably in making decisions about the suitability of prospective employees based on checks and evidence including: criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information. Refer to 'Safer recruitment' policy.

At Weston St Mary Church of England Primary School we will make sure the NCTL's Teacher Services system is checked to ensure that no teacher **(or adult acting in a teaching capacity)** has been prohibited from working with children.

We will also undertake separate Section 128 checks for school management as per KCSIE 2018: 'Individuals taking part in 'management" may include individuals who are members of proprietor bodies (including governors if the governing body is the proprietor body for the school), and such staff positions as follows: head teacher, any teaching positions on the senior leadership team, and any teaching positions which carry a department headship. Whether other individuals such as teachers with additional responsibilities could be prohibited from 'taking part in management' depends on the facts of each case'.

The level of DBS certificate required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work in a school or college, as outlined in KCSIE 2018.
For most appointments, an enhanced DBS certificate, which includes barred list information, will be required as the majority of staff will be engaging in regulated activity. In summary, a person will be considered to be engaging in regulated activity if as a result of their work they:

- will be responsible, on a regular basis in a school or college, for teaching, training instructing, caring for or supervising children; or
- will carry out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- engage in intimate or personal care or overnight activity, even if this happens only once.

Alternative Provisions

- We recognise that schools are responsible for the safeguarding of their pupils when they're placed in an alternative provision. As per KCSIE 2018 we will obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff.

Regulated activity
The full legal definition of regulated activity is set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012.

Regulated activity includes:
a) Teaching, training, instructing, caring for (see (c) below) or supervising children if the person is unsupervised, or providing advice or guidance on well-being, or driving a vehicle only for children,
b) Work for a limited range of establishments (known as 'specified places', which include schools and colleges), with the opportunity for contact with children, but not including work done by supervised volunteers;
c) Relevant personal care, or health care provided by or provided under the supervision of a health care professional:

- personal care includes helping a child, for reasons of age, illness or disability, with eating or drinking, or in connection with toileting, washing, bathing and dressing;
- health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.

Volunteers
At (Academy Name) we will undertake a risk assessment and use professional judgement and experience to decide whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity.

In doing so we will consider:

- the nature of the work with children;
- what we know about the volunteer, including formal or informal information offered by staff, parents and other volunteers;
- whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability
- whether the role is eligible for an enhanced DBS check

Details of the risk assessment will be recorded and kept.

Please refer to the **Safer Recruitment Specific Guidance and KCSIE**

6. Safeguarding Pupils who are Vulnerable to Extremism; the Prevent Duty

At Weston St Mary Church of England Primary School we follow statutory guidance as set out in Appendix Six on the responsibility to dispense the Prevent Duty.

Through our ethos, values and behaviour policy, the Academy provides a platform to ensure children and young people are given the support to respect themselves and others, and understand their role as a local and global citizen, being aware of the potential issues they face.

6.1 We are aware there have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people, to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

The Prevent strategy aims to stop people becoming terrorists or supporting terrorism. Whilst it remains rare for children and young people to become involved in terrorist activity, we recognise young people from an early age can be exposed to terrorist & extremist influences or prejudiced views. As with other forms of safeguarding strategies, early intervention is always preferable.

We value inclusion, tolerance, the freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning healthy communities in which the Academy is based. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility. Free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others, goes against the moral principles in which freedom of speech is valued. Free speech is subject to treating others with respect, understanding differences, equality, human rights, community safety and community cohesion.

The Academy is committed to working with the local authority and other local partners, families and communities to play a key role in ensuring young people and our communities are safe from the threat of terrorism.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 6 under Prevent Duty Guidance from the DfE.

We seek to protect children and young people against the messages of all extremism including, but not restricted to, those linked to Daesh (ISIS), Far Right/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights movements.

6.2 Risk Reduction

The Designated Safeguarding Lead will assess the level of risk within the Academy and put actions in place to reduce that risk. Actions will include consideration of the school's RE curriculum, PSHE curriculum, SEND policy, assembly content. Risk assessment will include the use of school premises by external agencies, integration of pupils by gender and SEND, anti-bullying policy and other issues specific to the Academy's profile, community and ethos.

The PREVENT Risk Assessment Proforma we undertake can be found in APPENDIX 7. *(schools to complete this risk assessment)*

There is no single way of identifying an individual who is likely to be susceptible to a terrorist/radical ideology. As with managing other safeguarding risks, all staff are alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. Staff are advised to use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

The Academy recognises that the Prevent duty does not require teachers to carry out unnecessary intrusion into family life but, as with any other safeguarding risk, they must take action when they observe behaviour of concern. Some of the indicators Academy staff look out for include:

- **Vulnerability**: identity crisis, personal crisis, migration, unmet aspirations and history of criminality
- **Access to extremist influences**: through friendship groups, internet activity, activities abroad i.e. military camps, child vocalising support of illegal or extremist/militant groups
- **Experiences and influences**: social rejection, personal impact from civil unrest and wide spread media coverage of international events, change in appearance and behaviour, family conflict over religious reviews, verbal or written evidence of support for terrorist activities
- **Travel**: pattern of travel, regular extended travel, evidence of falsifying identity documents, consideration of unexplained absences
- **Social factors**: disadvantaged background, lack of empathy and/or affinity with others, severe learning difficulties or mental health, is the child a foreign national or refugee, experience of trauma or sectarian conflict, extremist views of a significant other.

6.3 Response

The Academy will identify an appropriate person to be the Prevent Single Point of Contact (SPOC) who will be the lead within the Academy for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The responsibilities of the SPOC are described in APPENDIX 8.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and/or the Designated Safeguarding Lead (if this is not the same person) and record the concerns.

If there is a concern that a young person is being radicalised or at risk of being drawn into terrorism refer to Children's Services as with any other safeguarding concern.

In addition, links with the local Channel lead can be made by the DSL and where necessary, individual cases will be referred to the local channel panel for screening and assessment.

More information on Channel Programme is available via:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

6.4. Training

The Academy will ensure that the DSL and SPOC (if different) will complete a local Workshop to Raise Awareness of Prevent (WRAP) and that this training will be cascaded to staff as part of the annual CPD training programme, this will be the responsibility of the DSL/SPOC.

7. Safeguarding Pupils who are Vulnerable to Exploitation, Child Sexual Exploitation, Forced Marriage, Female Genital Mutilation, or Trafficking

Further information and guidance related to Child Sexual Exploitation can be found at
https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners

Through our ethos, values and behaviour policy, the Academy provides a platform to ensure children and young people are given the support to respect themselves and others, and understand their role as a local and global citizen, being aware of the potential issues they face.

The ethos of healthy open relationships, inclusion and treating everyone equally permeates all we do. We place a strong emphasis on our values such as self-respect, building a sense of personal identity, tolerance and the value of a human life. We work hard to broaden our students' experience, to prepare them for life and work in

contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions through our approach.

We are equipping our students and pupils to consider their responsibilities and see themselves as active participants and champions of the transformation of attitudes and therefore communities.
The Academy keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation and access support, advice and resources from the LSCB

- What is human trafficking?
- Healthy relationships and grooming
- Online safety
- Staff training on child trafficking
- Assembly resources on vulnerable communities

Through the use of these resources and others, our staff are supported to recognise warning signs and symptoms in relation to specific issues.

Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

Our Designated Safeguarding Lead knows where to seek and get advice as necessary from the Local Authority and national specialist organisations. Staff are available for advice and links to relevant support with dealing with a potential trafficking situation if needed.

https://www.stopthetraffik.org/

Additional guidance on these issues is provided within the Appendices of this policy.

7.1 Procedure for Students Identified as being 'at risk'

Where risk factors are present but there is no evidence of a particular risk then our DSL/SPOC advises us on preventative work that can be done within school to engage the students into mainstream activities and social groups. The DSL may well be the person who talks to and has conversations with the student's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk.

In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible):

- The DSL/SPOC can decide to notify the Single Access Point of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised; and
- The Academy will review the situation after taking appropriate action to address the concerns.

The DSL/SPOC will also offer and seek advice about undertaking an early help assessment and/or making a referral to Social Services by contacting the Single Access Point (SAP).
If the concerns about the student are significant and meet the additional/complex needs criteria of the Local Authority, he/she will be referred to the Single Access Point (SAP). This includes concerns about a child/young person who is affected by the behaviour of a parent or other adult in their household.

All staff are aware that if they discover (through disclosure by the victim) or that FGM appears to have been carried out on a girl under 18, they are under a legal obligation to <u>personally</u> report to the police a disclosure that FGM has been carried out as well as informing the DSL immediately. *(see guidance in Appendices)*

8. Children Missing in Education

We believe all students, regardless of their circumstances or background are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs or disability. At Weston St Mary Church of England Primary School we follow LCSB procedures for reporting and recording pupils who move on and off our school roll. We also follow LCSB procedures for pupils who we believe are missing or at risk of going missing from education. We understand that we have a responsibility to act immediately to report an unexplained absence for any child who is subject to Child Protection investigations or procedures (an open case).

8.1 We operate a stringent attendance tracking system that is overseen by a member of the leadership team. The tracking and use of effective attendance management strategies enables us to ensure every child is accounted for.

8.2 We undertake to support and challenge both persistent absence and provide early intervention for emerging needs with the use of the early help assessment framework and for LAC report on such children on a timely basis to the Virtual School, including those children and young people who are not receiving a full time education within the school.

8.3 The Academy will only authorise leave of absence in exceptional circumstances. It is for the Head Teacher to determine the length of time that the child can be away from the Academy as authorised leave.

8.4 We recognise that some children seeking leave of absence are vulnerable to risk of abuse, neglect or travelling to conflict zones, or at risk of FGM or forced marriage. The DSL will, as soon as a concern is established, alert the Local Authority through an immediate referral to the Duty team of Children's Social Care.

8.5 All staff are alert to these triggers and the Academy works in partnership with the Local Authority to ensure localised risks are particularly taken note of and shared with all staff. Staff who have pastoral responsibility undergo training on attendance and safeguarding issues on a regular basis.

8.6 Pupil/student absence will be followed up on a daily basis as a matter of priority and all registers kept up to date daily with the appropriate DfE recognised attendance/absence marks. All absences are followed up with parents with a clear escalation process where concerns emerge or remain. (In response to KCSIE 2018 we request and hold at least 2 emergency contacts for each child in School. Where 2 contacts are not initially provided we take all reasonable steps to obtain this information)

Through the Children Missing in Education procedures, the Local Authority has a statutory duty to identify children who are not registered pupils at a school and are not receiving a suitable education other than at a school. The overall aim is for all children and young people to have the opportunity to fulfil their potential through access to education. The purpose of the section 436A of the Education Act 1996 is to ensure that local authorities' arrangements enable them to establish the identities of children in their area who are not registered pupils at a school, and are not receiving suitable education other than at a school (eg. privately or in alternative provision). Those children identified as not receiving suitable education should be returned to full time education either at a school or in alternative provision. **This duty only relates to children of compulsory school age.** It is expected therefore that through these procedures, schools/academies will work in conjunction with the local authority by ensuring:

- That all pupils who go missing from schools and move to other areas are speedily located and children are adequately safeguarded in the process.

- All departments, services and agencies will work together and share information regarding children who may be missing education – this includes all schools/academies
- Support is given to other local authorities to locate their own missing pupils
- The local authority encourages all independent and non-maintained schools to notify them when children of compulsory school age leave their roll, and of their destination wherever possible.

The admissions register at the Academy is kept up to date and the Local Authority is informed of all pupils/children who are removed from the Academy roll when they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority will be informed as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the roll.

No student will be removed from an Academy roll until all safeguarding checks have been completed or the whereabouts of a pupil/student have been established.

9. E-Safety / Online Safety

At Weston St Mary Church of England Primary School we have an e-safety policy which sets out specific measures that ensure children in our academy are safe from terrorist or extremist material via online platforms alongside other measures to minimise risk to the welfare of children due to other safeguarding threats. We have arrangements in place that recognise many children will have online access via 3G and 4G network via mobile devices which will not be filtered as per the School's infrastructure.

See Annex C of KCSIE 2018 for links to materials to support the delivery of E-Safety education.

9.1 Sexting in schools and colleges: responding to incidents and safeguarding young people

Further information related to sexting in schools can be found in Appendix 11 of this policy.

What does this advice cover?

This advice covers:

- Responding to disclosures
- Handling devices and imagery
- Risk assessing situations
- Involving other agencies, including escalation to the police and children's social care
- Recording incidents
- Involving parents
- Preventative education

More information can be found at:

http://www.safeguardinginschools.co.uk/wp-content/uploads/2016/08/Sexting-in-schools-and-colleges-UKCCIS-August-2016.pdf

10. Confidentiality and Record Keeping

Note: a further LAAT document 'Safeguarding and Child Protection Policy Supplementary Sheets To Supporting Record Keeping' is available. The sheets/formats it contains are not compulsory but provided to schools for them to consider when reviewing their own or their LCSB formats.

10.1 Staff have the professional responsibility to share relevant information about the protection of children with the DSL and Head Teacher and potentially external investigating agencies under the guidance of the Designated Safeguarding Lead (DSL).

10.2 If a student confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the student sensitively that he/she has a responsibility to refer the matter to the Designated Safeguarding Lead (DSL) for the student's welfare. At the same time, the student should be reassured that the matter will be only be disclosed to the Designated Safeguarding Lead (DSL), who will then decide on appropriate action.

10.3 Accurate written notes will be kept of all incidents or Child Protection concerns relating to individual pupils. If a teacher or any other staff have a child protection concern, they should inform the Head Teacher or DSL as soon as possible. These will be kept on the student's Child Protection file.

10.4 Child Protection records must be kept secure and arrangements in the Academy must comply with the Data Protection Policy. The DSL will ensure that all Child Protection records are kept separately from pupil records and stored securely, by encryption and/or password protecting electronic files, or ensuring that paper records are in a locked cabinet with restricted access. Information from child protection files will only be shared with relevant staff when it is necessary to do so and in a manner consistent with data protection legislation.

10.5 Upon receipt of any request regarding direct access to Academy documentation on a Child Protection file, the Head Teacher and DSL will be informed and a decision taken on the appropriate way forward in accordance with the Data Protection Policy and GDPR legislation.
In the event of a student who is being dealt with under the Academy's child protection procedures transferring to another school, the Academy will:

- Find out the name of the receiving school (and, where appropriate the Local Authority)
- Contact the relevant member of staff at that school to discuss the transfer
- Securely send all information relating to the student to the receiving school (and where relevant the Local Authority)
- Check with the receiving school that the student has actually arrived there on the expected day; and inform all relevant agencies of the transfer.
- Obtain written conformation from the new school that any Child Protection files have been handed over to the new school

10.6 Any external individual or organisation contracted by the Academy to work with Academy students must report any child protection incidents or disclosures from students to the Head Teacher or DSL at the earliest opportunity. Such bodies will, as part of their contractual arrangements with the Academy, be required to work in accordance with the Academy's child protection and safeguarding policy.

11. Working with Parents

- Parents play an important role in protecting their children from abuse. The Academy is required to consider the safety of the student and should a concern arise the Designated Safeguarding Lead (DSL) has the responsibility to seek advice prior to contacting parents;
- The Academy will work with parents to support the needs of their child;
- The Academy aims to help parents understand that the Academy has a responsibility for the welfare of all students and has a duty to refer cases to the Local Authority in the interests of the student as appropriate.

    - Peer on Peer abuse will not be tolerated or passed off as banter or part of growing up.
    - 'We will treat everyone fairly, celebrating difference and meeting different needs so that all members of our school community are free to live, learn and enjoy'.
    - We will act to tackle discrimination on the grounds of age, disability, gender identity (gender reassignment and transgender), pregnancy and maternity, race, religion or belief, sex (gender) or sexual orientation.

12. Monitoring and Review

a. At Weston St Mary Church of England Primary School the Designated Safeguarding Lead (DSL) will monitor the working of this policy and will report as required to the Head Teacher (if DSL is not the Head Teacher), the Local Board, LAAT and LCSB.

b. At Weston St Mary Church of England Primary School the Head Teacher will report on Safeguarding termly to the Local Board through completion of Key Performance Indicators (Open cases, Referrals, Attendance, Early Helps, Exclusions, LAC, Pupil Premium, Bullying, Racist Incidents, etc [note this is not an exhaustive list])

c. The Weston St Mary Church of England Primary School will actively evaluate the effectiveness of this policy by regularly monitoring the Academy's staff understanding and application of the procedures within this policy as their overall duty to safeguard pupils and students. The Academy will undertake a yearly audit (in conjunction with a member of LAAT staff) to assure that safeguarding systems and processes are working effectively. This audit will be returned to the LCSB and LAAT. It will also be shared with The Local Board.

***Appendix 1 Procedures* in respect of Child Abuse/Guidance for staff**

DfE Guidance and Safeguarding Students and Pupils - Staff Guidance
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/707761/Keeping_Children_Safe_in_Education_-_September_2018.pdf

A. Types of Child Abuse:

Child abuse exists where children have been physically, sexually or emotionally abused or severely neglected. Abuse of children is likely to be noticed by the Academy staff and Health Workers or Education Welfare Officers. It is essential, therefore that all those whose work brings them into contact with children and their families know the signs of child abuse and are aware of the procedures that they must follow to safeguard the child.

This Academy has the role of recognising and responding to potential indicators of abuse and neglect, all other action should be taken by those with statutory powers to help the child. Early contact and close liaison with such agencies is therefore regarded as essential by the School/Academy.

In the event of an actual or suspected case of child abuse by adults, parents, teachers or any other adult, it is the responsibility of staff to report this to the Designated Safeguarding Lead (DSL) as soon as possible. The Designated Safeguarding Lead (DSL) is responsible for ensuring that children are identified and the appropriate agency involved. The Designated Safeguarding Lead (DSL) will attend any reviews called by the Local Authority, and may call on appropriate members of staff for reports. It is important that if staff overhear children discussing 'abuse' or 'neglect' that this information is relayed for investigation.

Staff leading Academy off-site visits, particularly residential ones, should provide a list of those students taking part to the Designated Safeguarding Lead (DSL) to ensure that they are made aware of all essential information relating to the students in their care.

A confidential register will be maintained of all those students known to be at risk. Names will be entered on the register if it is confirmed by the Local Authority that the child is actually at risk.

B. Guidance for all Staff on Dealing with Disclosure / Suspected Abuse / Neglect

I. Dealing with disclosures of abuse:

- Always listen carefully and quietly – do not press for any evidence at all.
- Remain calm and reassuring – do not dismiss the disclosure – do not show distress or concern.
- Do not refute the allegation.
- Show that you care through open and reassuring facial and body language.
- Do not interrogate or ask leading questions (it could later undermine a case). Use of the TED questions; Tell me, Explain, Describe are ok.
- Ensure you take a written verbatim account of the child's disclosure using the appropriate Disclosure Form.

II. At this point, take the following steps:

- Explain to the student that the disclosure must be reported – emphasise your trust in them.
- Do not promise to keep the allegation secret or that 'everything will be alright'.
- Reassure by telling the student that they have done the right thing in telling you, do not offer physical reassurance.
- Do not admonish in any way e.g. 'I wish you had told me sooner'.
- Inform the DSL initially verbally.
- Under no circumstances discuss the matter with any other person - if the allegations prove to be untrue, any such discussion would be deemed defamatory. Information to staff is on a 'need to know' basis at the discretion of the DSL.
- If the child agrees, take them with you to the DSL.

- With the DSL, prepare a detailed report itemising:

    - The information revealed by the student with absolutely no **opinion.**
    - Actions taken by yourself, including when the suspicions were reported, to whom the suspicions were reported, and follow-up action taken within the Academy.
    - Date and sign any written record of events and action taken and keep confidential and secure.
    - You must keep, in absolute confidence, a copy of the report, as will the DSL.
    - The DSL keeps Child Protection records centrally and securely, and are not kept in the child's file.
    - All staff are under a duty to report all suspicions of abuse to the DSL.
    - The DSL is responsible for passing on these concerns to Children's Services.
    - Accurate records are essential in the event of further investigations.

III. **If you see or hear something that concerns you:**

- Don't ignore it.
- Write up on the Academy chronology sheet or recording forms and seek advice immediately from your DSL.
- Don't feel silly – if it worries you, someone else needs to know.
- If it is something related to safeguarding, but not a child whose safety is immediately at risk – inform the appropriate Pastoral Leader.
- If it is related to a child being at risk – see the DSL, or Deputy DSL immediately and definitely before the child goes home that day.
- All staff may raise concerns directly with Children's Services, if they feel an incident is not being dealt with appropriately, or they are unable to locate relevant staff.
- Concerns about adults in the Academy should be made directly to the Head Teacher.

Child Protection Procedures – Points of Action

1. Discovery or Suspicion of Child Abuse

Inform the DSL. The DSL will, in the appropriate manner and according to procedures, assess the situation.

2. The DSL will, if appropriate, take the following steps:

- Where it is clear that a Child Protection Referral (significant harm) is needed, contact Social Services without delay.
- Where the DSL is not sure whether it is a Child Protection issue, or where the DSL needs to check the Child Protection register, they may seek advice from the single access point/MASH/Children's Social Care.
- Follow locally agreed protocols which can be found on the LSCB website.

3. The DSL will attend a Child Protection Conference

We recognise the importance of multi-agency working and will ensure that staff, including the DSL, are able to attend all relevant meetings, case conferences, core groups and strategy meetings.

Appendix 2

Additional Information on Child Abuse Categories of Abuse

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's development. It may involve conveying to children 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 opportunity 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 the child's developmental capability, as well as overprotection and limitation of exploring or learning, or preventing the child 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 to frequently feel frightened or in danger, exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may include 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse as can other children.

Neglect

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

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm. Training will be provided to all staff on the 'signs of abuse'.

Signs of Abuse in Children

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

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

Risk Indicators

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

- must be regarded as indicators of the possibility of significant harm
- justifies the need for careful assessment and discussion with designated/named/lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- may require consultation with and/or referral to the Single Access Point (SAP)/MASH/Children's Social Care

The absence of such indicators does not mean that abuse or neglect has not occurred. In an abusive relationship the child may:

- appear frightened of the parent/s carer
- act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups) The parent or carer may:
  - persistently avoid child health promotion services and treatment of the child's episodic illnesses
  - have unrealistic expectations of the child frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
  - be absent or misusing substances
  - persistently refuse to allow access on home visits
  - be involved in domestic abuse.
- Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

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

Bruising

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

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

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

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

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

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures.

There are grounds for concern if:

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

Scars

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

Recognising Emotional Abuse

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

The indicators of emotional abuse are often also associated with other forms of abuse.
The following may be indicators of emotional abuse:

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

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

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

Some behavioural indicators associated with this form of sexual abuse are:

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

Some physical indicators associated with this form of abuse are:

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

Sexual Abuse by Young People – Peer on Peer abuse (see also appendix 15)

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism and sexual abuse against adults, peers or children.

Developmental sexual activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate sexual behaviour can be inappropriate socially, in appropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity including any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:

    - Understanding that is proposed based on age, maturity, development level, functioning and experience.
    - Knowledge of society's standards for what is being proposed.
    - Awareness of potential consequences and alternatives.
    - Assumption that agreements or disagreements will be respected equally.
    - Voluntary decision.
    - Mental competence.

- **Coercion –** the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

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

Recognising Neglect

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

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

Appendix 3

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence.

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).

Young men and women can be at risk in affected ethnic groups. Evidence shows that the issue of forced marriage affects certain sectors of communities, typically girls in the age range of 14 – 16 years old originating from Pakistan, India & Bangladesh (approx. 60% of the cases) together with a percentage of cases of children origination from the Middle-East and African countries.

A signal of FM is the removal of the students from school and lengthy absence which is often unexplained. Other indicators may be detected by changes in adolescent behaviours. Whistleblowing may come from younger siblings.

Any member of staff with any concerns should report this immediately to the DSL who should raise the concern with the Local Police Safeguarding Unit email or by phone. Never attempt to intervene directly as a school or through a third party. Whilst the onus of the investigation for criminal offences will remain with the Police, the DSL should co-operate and liaise with the relevant agencies in line with current child protection responsibilities.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, with pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk.

Appendix 4 **So-called 'Honour-based' violence Including Female Genital Mutilation (FGM)**

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. (See further information later in this appendix)

It is the responsibility of an individual staff member to report FGM if they discover it (through disclosure not physical examination) to the police. They may discuss it with the DSL for advice but it is their duty to report it.

Information on when and how to make a report can be found at:
Mandatory reporting of female genital mutilation procedural information.

The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet.

So-called 'honour-based' violence

So-called 'honour-based' violence (HBV) 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 HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

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

FGM

What is FGM?
Female Genital mutilation comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs whether for cultural or for non-medical reasons.

Types of FGM
The World Health Organisation (WHO) classified FGM into four broad categories in 1995 and again in 2007.

Four categories and types of procedure:

- Type 1 Clitoridectomy – partial/total removal of clitoris
- Type 2 Excision – partial/total removal of clitoris and labia minora
- Type 3 Infibulation - entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?
Belief that:

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

- Upholds family honour.
- Cleanses and purifies the girl.
- Gives a sense of belonging to the community.
- Fulfils a religious requirement.
- Perpetuates a custom/tradition.
- Helps girls be clean/hygienic.
- Mistakenly believed to make childbirth easier.

The Home Office have also developed an FGM information sheet to raise awareness about the law. This is also available on their website in different languages:
https://www.gov.uk/government/publications/statement-opposing-female-genital-mutilation

Further guidance and information is available from **NSPCC FGM Helpline**
contact days and times: 24 hours
Tel: 0800 028 3550
Email: fgmhelp@nspcc.org.uk

FORWARD (Foundation for Women's Health Research and Development)
A leading national organisation working on FGM
Tel: 020 8960 4000
Website: http://www.forwarduk.org.uk/

Indicators that may point to FGM happening:

- Child talking about getting ready for a special ceremony.
- Family taking a long trip abroad.
- Child's family being from one of the high prevalence countries for FGM.
- The following countries are considered 'high risk' Guinea, Djibouti, Sierra Leone, Mali, Egypt, Sudan, Eritrea, Burkina Faso, Gambia, Ethiopia in Africa. As well as areas of the Middle East such as Iraq and Yemen and in some countries in Asia like Indonesia. Evidence also suggests that FGM exists in places including Colombia, India, Malaysia, Oman, Saudi Arabia and the United Arab Emirates.
- Knowledge that the child's sibling has undergone FGM.
- Child talks about going abroad to be 'cut' or to prepare for marriage.

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities.
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued.
- Bladder or menstrual problems.
- Finding it difficult to sit still and looking uncomfortable.
- Complaining about pain between the legs.
- Mentioning something somebody did to them that they are not allowed to talk about.
- Secretive behaviour, including isolating themselves from the group.
- Reluctance to take part in physical activity.
- Repeated urinal tract infection.
- Disclosure.

The 'One Chance' rule. As with Forced Marriage, there is the 'One Chance' rule. It is essential that Academies take action **without delay**.

Appendix 5

Child Sexual exploitation (CSE) and Child Criminal exploitation: county lines

Further information and guidance related to Child Sexual Exploitation can be found at
https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

WARNING SIGNS AND VULNERABILITIES CHECKLIST

The following are typical vulnerabilities in children prior to abuse:

- Living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental mental health issues, parental criminality).
- History of abuse (including familial child sexual abuse, risk of forced marriage, risk of 'honour'-based violence, physical and emotional abuse and neglect).
- Recent bereavement or loss.
- Gang association either through relatives, peers or intimate relationships (in cases of gang associated CSE only).
- Attending school with young people who are sexually exploited.
- Learning disabilities.
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families.
- Friends with young people who are sexually exploited.
- Homeless.
- Lacking friends from the same age group.
- Living in a gang neighbourhood.
- Living in residential care.
- Living in hostel, bed and breakfast accommodation or a foyer.
- Low self-esteem or self-confidence.
- Young carer.

The following signs and behaviour are generally seen in children who are already being sexually exploited:

- Missing from home or care.
- Physical injuries.
- Drug or alcohol misuse.
- Involvement in offending.
- Repeat sexually-transmitted infections, pregnancy and terminations.
- Absent from school.
- Change in physical appearance.
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites.
- Estranged from their family.

- Receipt of gifts from unknown sources.
- Recruiting others into exploitative situations.
- Poor mental health.
- Self-harm.
- Thoughts of or attempts at suicide.

Evidence shows that any child displaying several vulnerabilities from the above lists should be considered to be at high risk of sexual exploitation. Professionals should immediately start an investigation to determine the risk, along with preventative and protective action as required. However, it is important to note that children without pre-existing vulnerabilities can still be sexually exploited. Therefore, any child showing risk indicators in the second list, but none of the vulnerabilities in the first, should also be considered as a potential victim, with appropriate assessment and action put in place as required.

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of

transporting drugs and a referral to the National Referral Mechanism[98] should be considered.
Like other forms of abuse and exploitation, county lines exploitation:

can affect any child or young person (male or female) under the age of 18 years;
can affect any vulnerable adult over the age of 18 years;

can still be exploitation even if the activity appears consensual;

can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
can be perpetrated by individuals or groups, males or females, and young people or adults; and
is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Appendix 6

Prevent Duty for Schools

https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

From 1 July 2015 all schools must have regard to the statutory guidance. Paragraphs 57-76 of the guidance are concerned specifically with schools and childcare providers. They are subject to a duty under section 26 of the Counter-Terrorism and Security Act 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. It applies to a wide range of public-facing bodies.

This advice complements the statutory guidance and refers to other relevant guidance and advice. It is intended to help schools and childcare providers to think about what they can do to protect children from the risk of radicalisation and suggests how they can access support to do this. It reflects actions that many schools and childcare providers will already be taking to protect children from this risk.

Appendix 7

Prevent Risk Assessment Proforma

PREVENT – Self Assessment				
Objective : Adoption of Prevent into Mainstream Processes				
Governance				
No		Owner	Evidence	RAG
1.1	Does the School/Academy have a nominated Staff and Governor Prevent lead	Yes - DSL	See safeguarding policy	G
1.2	Is Prevent included within the Schools/Academy's Safeguarding Policy?	Yes	As above	G

Leadership and Management				
No		Owner	Evidence	RAG
2.1	Do the Senior Leadership Team and Local Board have an understanding, shared with partners, of the potential risk in the local area to assess the risk of pupils being drawn into terrorism, including support for the extremist ideas that are part of terrorist ideology?	Yes	Staff training log Newsletters Website	G
2.2	Is Prevent and agenda item of relevant SLT meetings planning processes?	Yes	See SLT notes and training log	G
2.3	Is there a clear referral route for vulnerable individuals to receive support through the Channel process?	Yes	Channel and Prevent	G
2.4	Are fundamental British values promoted in the delivery of the curriculum and extra-curricular activities? Are they reflected in the general conduct of the school?	Yes	See school website, displays and collective worship log	G
2.5	Does the School/Academy have an identified single point of contact (SPOC) in relation to Prevent	Yes	DSL	G

Working in Partnership				
No		Owner	Evidence	RAG
3.1	Does the School/Academy have engagement with wider Prevent work through the local Prevent Partnership? Including links with and to LA channel board?	Yes	DSLs attend safeguarding briefings and training	G
3.2	Is Prevent included within Information Sharing protocols?	Yes	Channel referrals are clear	G
3.3	Is the school aware of the local Police Force's 'Counter Terrorism Local Profile and has it responded to any specific local risks? (CTLP should be available from local police force 'prevent' team).	Yes	School is aware. Have not yet used services	G
3.4	Do the safeguarding arrangements take into account the procedures and practice of the local authority as part of the interagency safeguarding procedures set up by the LSCB?	Yes	DSLs attend safeguarding briefings and training	G
3.5	Do the child protection policies describe procedures which are in accordance with government guidance and refer to locally agreed inter agency procedures put in place by the LSCB?	Yes	See safeguarding and child protection policy (LAAT)	G
3.6	Is the school clear on how to access Prevent/Channel referral forms, where to send them to and how/where to get advice from pre/post a referral? (details to be added to Appendix 9 of LAAT Safeguarding & Child Protection Policy).	Yes	See Appendix 9	G

Staff Training				
No		Owner	Evidence	RAG
4.1	Does the School/Academy have an annual policy and training review process in place?	Yes	See policy and training log	G

4.2	Does the School/Academy regularly assess Prevent Training needs to raise their awareness of Prevent issues with staff and The Local Board?	Yes		G
4.3	What training is given to staff members to give them knowledge and confidence to identify students who are vulnerable and at risk of being drawn into terrorism and challenge extremist ideas? Does training include risk factors and behaviours pertinent to the local context?	Yes	Raised at SDM and online training for all is regularly reviewed	G
4.4	Are staff members aware of the referrals process and what actions should be taken in the response to concern. Does this involve awareness of the Channel process?	Yes	Channel referral forms. DSL training	G
4.5	Is prevent included within the safer Recruitment policy?	Yes	Inline with LAAT policy	G
4.6	Has the DSL received Prevent training from the local police Workshop raising awareness of Prevent(WRAP)	Yes	AF has attended this	G

Safety Online				
No		Owner	Evidence	RAG
5.1	Does the school IT system have appropriate levels of filtering to ensure children are safe from terrorist or extremist material when accessing the internet in school?	Yes	Two filters on the system	G
5.2	What processes and procedures are in place to ensure children use the internet responsibly?	Yes	Online safety/e-safety training. Parent training. Acceptable Use policy	G
5.3	Do staff pupils and carers receive Internet Safety Awareness training?	Yes	Ongoing e-safety training	G

Security: Visitors, Contractor and Venue hire				
No		Owner	Evidence	RAG
6.1	Is Prevent included within the visitor's policy? Are due diligence checks conducted on visitors to the school?	Yes	SCR	G
6.2	What arrangements are in place to manage access to the site by visitors and non-students/staff	Yes	Visual check, self contained lobby, secure fencing, visitor badges and log	G
6.3	Is there a policy regarding the wearing of ID on site. How is it enforced?	Yes	All visitors/contractors wear ID	G
6.4	How are visitors identifiable on site?	Yes	Visitor badges	G
6.5	Are visiting speakers suitable and appropriately supervised within school?	Yes	Supervised by staff member	G
6.6	Are checks carried out on groups or individuals seeking to hire/use school premises	Yes	DBS checks made	G
6.7	Are contractors working at the school or providing extracurricular activities checked. Are they appropriately supervised within school	Yes	DBS checks made	G

Appendix 8

SPOC Responsibilities

Raising awareness

As the SPOC for your organisation, it is important to raise awareness around this agenda and promote the necessity to safeguard vulnerable children and adults from being exploited and recruited into violent extremism. It is expected that the SPOC will promote their position and responsibility, providing advice and guidance to practitioners within their organisation.

Receiving Referrals

As the SPOC for your organisation, it is expected that once a practitioner within your organisation identifies an individual vulnerable to radicalisation that they contact you first to discuss the case internally. If deemed suitable, the practitioner will then be asked to complete the Referral and Risk assessment form from the school office. This should then be emailed to the local Channel coordinator at prevent@lincs.pnn.police.uk. The Channel Officer will then carry out an extensive risk assessment that aims to identify known risks and additional vulnerabilities. (At no point will the person be created on a criminal record system.) The co-ordinator will then complete a case summary and return it to both the SPOC and the practitioner. The practitioner should then arrange a multi-agency safeguarding meeting with the necessary professionals to support the vulnerable individual. Channel can assist this process by using a list of SPOC's from other agencies to help ensure the right people are brought to the multi-agency meeting

Finding out more.
'Learning together to be Safe, guidance for schools and colleges' www.dius.gov.uk HM Government

'The Prevent Strategy: A guide for Local Partners in England' http://security.homeoffice.gov.uk

Appendix 9

Useful Contact Numbers

Designated Safeguarding Lead	Mrs A Flack 01406 370333
Deputy Safeguarding Lead	Mrs R Walker 01406 370333
Other local contact numbers	
Safeguarding concerns	01522 782111 Lincolnshire's Children's Services Customer Service Centre for reporting concerns and Early Help Team for Advice 01522 782333 (6am-8am & weekends and Bank Holidays) Emergency Duty Team
Allegations against/concerns about adult(s) working with children	LAAT CEO Jackie Waters-Dewhurst 01522 504014 Local Authority Designated Officer (LADO) Paul Fisher & Rachel Powis 01522 554674
Police (emergency) Police (non-emergency)	999 101
Local Safeguarding Board	01522 554695 Ruth Fox safeguaringinschools@lincolnshire.gov.uk
Local Prevent (Channel Process) contact details	channel@lincs.pnn.police.uk
NSPCC Whistleblowing Helpline	0800 028 0285
Virtual School Head enquiries	virtualschool@lincolnshire.gov.uk
Other Useful Contacts	

Appendix 10

Virtual School

1. Parents want their children to have the best start in life and to reach their full potential. As corporate parents, local authorities should have equally high aspirations for the children they look after.

2. As leaders responsible for ensuring that the local authority discharges its duty to promote the educational achievement of their looked after children, Directors of Children's Services and Lead Members for Children's Services should ensure that:

- closing the attainment and progress gap between looked after children and their peers and creating a culture of high aspirations for them is a top priority
- looked after children have access to a suitable range of high quality education placement options and that commissioning services for them takes account of the duty to promote their educational achievement
- Virtual School Heads (VSHs) are in place and that they have the resources, time, training and support they need to discharge the duty effectively
- VSHs have robust procedures in place to monitor the attendance and educational progress of the children their local authority looks after
- The local authority's Children in Care Council (CiCC) regularly addresses the educational experiences raised by looked after children and is able to respond effectively to such issues.

3. The VSH should be the lead responsible officer for ensuring that arrangements are in place to improve the educational experiences and outcomes of the local authority's looked after children, including those placed out-of-authority.

4. Most parents take a keen interest in their child's educational progress. VSHs should ensure the educational attainment and progress of children looked after by the local authority are monitored and evaluated as if those children attended a single school.

5. The VSH should ensure that there are effective systems in place to:

- maintain an up-to-date roll of its looked after children who are in school/academy or college settings and gather information about their education placement, attendance and educational progress
- inform Head Teachers/Principals and designated teachers in schools/academies if they have a child on roll who is looked after by the VSH's local authority
- ensure social workers, designated teachers and schools/academies, carers and IROs understand their role and responsibilities in initiating, developing, reviewing and updating the child's PEP and how they help meet the needs identified in that PEP
- ensure up-to-date, effective and high quality PEPs that focus on educational outcomes and that all looked after children, wherever they are placed, have such a PEP
- ensure the educational achievement of children looked-after by the local authority is seen as a priority by everyone who has responsibilities for promoting their welfare
- report regularly on the attainment of looked after children through the local authority's corporate parenting structures

Appendix 11 Youth Produced Sexual Imagery (Sexting)

Introduction

The Academy recognises that 'sexting' is a growing concern amongst professionals and parents as it can expose children to risks, particularly if the imagery is shared further. It can lead to embarrassment, bullying and increased vulnerability to sexual exploitation. Producing and sharing images of under-18's is also illegal.
There is no clear definition of what is 'sexting' and indeed many professionals, young people and parents have different interpretations ranging from sending flirty messages to sending nude or semi-nude photographs via mobiles or over the internet.
This guidance is based on the UKCCIS Sexting in Schools and Colleges guidance 2016. The full guidance is located at UKCCIS 2016 Guidance.

This guidance covers:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

It does not cover:

- The sharing of sexual imagery of people under 18 by adults as this constitutes child sexual abuse and schools should always inform the police and CSC.
- Young people under the age of 18 sharing adult pornography or exchanging sexual texts which don't contain imagery.

The term youth produced sexual imagery has been adopted to provide some clarity and to distinguish it from imagery where there are adults involved in some manner.

The purpose of this guidance is to make expectations clear to pupils and their parents and carers as well as to be clear to staff about the school's policy and procedure in responding to incidents.

This policy forms part of our college/school/academy's safeguarding arrangements and our response to concerns about 'sexting' will be guided by the principle of proportionality and our primary concern at all times is the welfare and protection of the children and young people involved.

The college/school/academy recognises that it is an offence under the Sexual Offences Act 2003 to possess, distribute, show and make indecent images of children (a child being under 18 year) but it does not define what is indecent.

However the police accept that the law which criminalised indecent images of children was created before the technological advances of today and it originally sought to protect children from adults. It was not intended to criminalise children. Despite this children who share sexual imagery of themselves or peers are breaking the law and therefore we will seek to manage this type of case appropriately.

All professionals including the National Police Chiefs Council agree that incidents involving youth produced imagery should primarily be treated as a safeguarding issue. It is agreed that we should not unnecessarily criminalise children as the consequence of this can be significant in terms of their life chances in adulthood. Where children do share images it is often as a result of natural curiosity and exploring relationships and in the context of the digital world we live in.

The college/school/academy is therefore empowered to deal with the majority of these incidents without involving the police.

Handling Incidents

The college/school/academy may become aware of the issue in a variety of ways i.e. from the child direct, a friend of parent or a member of staff.
We recognise that the child is likely to be very embarrassed and worried about what might happen. We also recognise the pressure children can be under to take part in sharing such imagery but we will reassure them they are not on their own and will help and support them. We will also help them to understand what has happened and the context for the concerns. We will also discuss issues of consent and trust within healthy relationships.

All incidents will be followed in line with our safeguarding and child protection policy. Where an incident comes to our attention:

- The incident will be reported to the Designated Safeguarding Lead (DSL) as soon as possible.
- An initial meeting with the appropriate school staff will be held to:
  - Establish if there is immediate risk and what further information is needed, whether or not the imagery has been shared
  - Consider facts about the children involved which could influence a risk assessment. Further guidance and questions to consider is in Annexe A, page 31 UKCCIS Sexting in Schools Guidance 2016
- A meeting with the young person will be held (if appropriate)
- Parents will generally be informed at an early stage

An immediate referral to children's social care and/or the police should be made if at the initial stage:

- The incident involves an adult
- The child has been coerced, blackmailed or groomed or if there are concerns about capacity to consent
- If the sexual acts are unusual for the developmental age or violent
- Children under 13 years are involved
- The child is at immediate risk e.g. suicidal or self-harming

Where the above do not apply then the academy will generally deal with this matter without involving the police or children's social care although this will be subject to review.

This decision is made where we are confident that we have sufficient information to assess and manage any risks within our pastoral support and disciplinary framework. The decision will be made by the DSL with the input of the Head teacher and others as appropriate and will be recorded.

Examples of cases where there is no need to involve the police are:
If a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for the school to manage the incident directly.
In contrast any incidents with aggravating factors, for example, a young person sharing someone else's imagery without consent and with malicious intent, should generally be referred to police and/or children's social care.

The following information will be considered when deciding on a course of action:

- Why was the imagery shared? Was the young person coerced or put under pressure to produce the imagery?
- Who has shared the imagery? Where has the imagery been shared? Was it shared and received with the knowledge of the pupil in the imagery?
- Are there any adults involved in the sharing of the imagery?
- What is the impact on the young people involved?
- Do the young people involved have additional vulnerabilities?
- Does the young person understand consent?

- Has the young person taken part in this kind of activity before?

Professional judgement will always be applied.

The images will not generally be viewed by staff unless there is a clear reason for doing so, reporting of the content is usually sufficient:

- **We will NOT copy, print or share the image as this is illegal**
- **If viewing is done, it will be with another member of safeguarding staff or senior leadership**

Once a decision has been made not to involve the police or CSC then images may be deleted but we will be clear that this is appropriate action.
Where it is necessary to involve the police and it is appropriate we are authorised to seize any device (Education Act 2011) and pass it the police.
CSC will be involved where there are concerns which meet the threshold or if we know they are already involved with a child.

Case studies:
Case study A: Children and young people aged 13-18
Concern:

- *Two children, both aged 15, were in a relationship for the past month. The boy asked the girl for "sexy" pictures and she sent him a single topless photo. Afterwards the girl was worried that he might share the photo so she shared her concerns with her friends. Her friends then told their form tutor who spoke with the school DSL.*

School response:

- *The DSL spoke with the girl and then the boy. Both pupils confirmed there had not been any sexual activity between them. There were not any wider safeguarding concerns about either pupil. There was no evidence that the image had been shared by the boy and he offered to delete the image from his device.*
- *Both pupils were spoken with by the DSL who advised them on the potential impact of taking and sharing youth produced sexual imagery both criminally and emotionally. The DSL worked with both pupils to help them come up with an agreed plan to inform their parents. The school DSL documented the incident and as well as the actions taken in the children's safeguarding records.*

Case study B: Children aged under 13
Concern:

- *A class teacher found a naked photo of a child (boy, aged 11) on a school tablet. The child said that he had been using the tablet with two other children during lunchtime and they dared him to take a picture of his bottom.*

School response:

- *The school had no other safeguarding concerns about the children or their families. The school DSL spoke with the local authority education safeguarding team and subsequently accessed the local safeguarding board's guidance regarding under age sexual activity. This tool indicated that the behaviour was likely to be inappropriate but did not meet the threshold for a referral to children's social care.*
- *The school DSL spoke with the children involved and their parents and advised them on the situation and possible consequences including police and social care involvement. The children were sanctioned in school for their behaviour and the parents were fully supportive of the school's approach.*
- *All members of staff were provided with updated online safety training and a reminder of the school online safety and acceptable use policy to ensure that children were not left unsupervised with school tablets. The school documented the incident and the actions taken in the children's safeguarding records.*

Educating Young People
As a college/school/academy we need to teach children in an age appropriate way about youth produced imagery to prevent harm by providing them with the skills, attributes and knowledge to help them navigate risks.

This approach to tackling sensitive issues promotes a whole school approach to safeguarding giving children the space to explore key issues and the confidence to seek the support of adults should they encounter problems. This issue will be taught as part of a wider PSHE programme and though IT curriculum work to underpin a specific message such as 'sexting'. The work that we do therefore will include issues such as:

- communication
- understanding healthy relationships including trust
- understanding and respecting the concept of genuine consent
- understanding our rights (especially our collective right to *be* safe and to *feel* safe)
- recognising abusive and coercive language and behaviours
- accepting our responsibilities (especially our responsibility to respect others trust and protect their right to be physically, emotionally and reputationally safe)

Extra Information:

Helplines and reporting

- Children can talk to a ChildLine counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at http://www.childline.org.uk/Talk/Chat/Pages/OnlineChat.aspx.
- If parents or carers are concerned that their child is being contacted by adults as a result of having sharing sexual imagery they should report to NCA-CEOP at www.ceop.police.uk/safety-centre
- ChildLine and the Internet Watch Foundation have partnered to help children get sexual or naked images removed from the internet. Young person can get their photo removed by talking to a ChildLine counsellor. More information is available at http://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx
- If parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0808 800 5000, by emailing help@nspcc.org.uk, or by texting 88858. They can also ring the Online Safety Helpline by ringing 0808 800 5002.

Advice and information for parents

- The NSPCC has information and advice about sexting available on its website: NSPCC Sexting
- The National Crime Agency/CEOP has produced a film resource for parents and carers to help them prevent their children coming to harm through sharing sexual imagery: THINKUKNOW Nude-selfies-a-parents-guide
- Childnet have information and advice about sexting available on its website: http://www.childnet.com/young-people/secondary/hot-topics/sexting
- Parent Info (http://parentinfo.org/) provides information and advice to parents from expert organisations on topics ranging from sex and relationships, mental health and online safety including sexting.

Resources parents could highlight to their children

- ChildLine have created Zip-It, an app that provides witty comebacks in order to help young person say no to requests for naked images Childline Zipit Ap
- There is information on the ChildLine website for young people about sexting: Childline information for young people
- The Safer Internet Centre has produced resources called 'Childnet So you got naked online which help young people to handle incidents of sexting

The NSPCC adults helpline: 0808 800 5002 The NSPCC has partnered with O2 to offer direct support to parents and other adults on issues relating to online safety. **ChildLine**: www.childline.org.uk ChildLine offers direct support to children and young people including issues relating to the sharing of sexual imagery. **The Professionals Online Safety Helpline (POSH):** http://www.saferinternet.org.uk/about/helpline Tel: 0844 381 4772. This helpline supports professionals with an online safety concern or an online safety concern for children in their care. Professionals are able to contact the helpline to resolve issues.

Resources for teaching staff

There is a wealth of resources for teachers at page 28 of the UKCCIS Sexting in Schools Guidance 2016

Appendix 12

Private Fostering Guidance for Schools

Schools play an essential role in identifying privately fostered children. Although most children in private fostering situations are likely to be safe, in some private fostering arrangements there are clear safeguarding issues and children and young people effectively have no one who is concerned for their safety or welfare.

This guidance aims to raise the awareness of the role of education professionals in highlighting cases of private fostering and safeguarding children at risk.

What is a private fostering arrangement?

A private foster carer is someone *other than* a parent or a close relative who cares for a child for a period of 28 days or more, in agreement with the child's parent. It applies only to children under 16 years, or under 18 if they are disabled.

A private fostering arrangement is <u>not</u> when a child is Looked After by the Local Authority or placed in any residential home, hospital or school.

Private foster carers can be part of the child's wider family, a friend of the family, the parents of the child's boyfriend or girlfriend or someone unknown but willing to foster the child. A cousin, great aunt or a co-habitee of a mother or father would therefore be a private foster carer.

Close relatives - a grandparent, a brother or sister, an aunt or an uncle, a step parent - are *not* private foster carers.

Who may be privately fostered?

This list is by no means exhaustive and indicates the scale and variety of situations and agencies these arrangements can cover:

- Children whose parents are unable to care for them, for example if they have chronic ill health or are in prison.
- Children sent to this country, for education or health care, by parents who live overseas.
- A child living with a friend's family because they don't get on with their own family.
- Children living with a friend's family because of their parents' study or work.
- Children staying with another family because their parents have separated or divorced.
- Teenagers living with the family of a boyfriend or girlfriend.
- Children from abroad who attend a language school or mainstream school in the county and are staying with host families.
- Children at boarding schools who do not return to their parents in the holidays but stay with 'host families' recruited by 'education guardians'.
- Unaccompanied asylum seeking minors who are living with friends, relatives or strangers.

Children who are trafficked into the UK are especially vulnerable and are often living in de facto private fostering arrangements. Child trafficking is the movement of children for exploitation, including domestic servitude, commercial sexual exploitation and to support benefit claims (see www.ecpat.org.uk for further information). Where trafficking is suspected, a safeguarding referral should be made.

What to do if you are aware of a private fostering arrangement:

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Services as soon as possible. However, parents and carers often do not tell professionals or agencies about such arrangements; they may not be aware that they need to (and this may apply particularly to new communities in the UK such as migrant families from new-EU states), or they chose not to tell agencies about these arrangements.

Children's Services are **not** involved in making private fostering arrangements but are responsible for checking that the arrangements are suitable for the child. As a professional it is important for you to notify Children's Services if you are in contact with a child or young person who is being privately fostered. This will help protect the child against abuse or neglect and provide some reassurance that the child is being looked after properly.

Signs to watch out for:

- Has someone else started collecting a child from school on a regular basis?
- Has a child mentioned to you that they are staying with someone else or that their parent(s) have gone away for a long time?
- Is there something unusual or unclear in the child's administration file? This may include copies of passports, visas and other immigration related documents which are unclear or do not clearly show that the child has rights of residence in the UK, or that it is unclear who has parental responsibility for the child.

What schools can do:

- Ensure that all staff are aware of the definition of private fostering and the Local Authority's responsibilities when such arrangements occur.
- Look at admission files to check on the home situation, and make a note to follow up any circumstances which are not clear.
- Whenever staff become aware of private fostering arrangements they should notify the Designated Safeguarding Lead Professional for safeguarding (DSL).
- The DSL or another appropriate member of staff should speak to the families of children who might be involved in private fostering and check that they are aware of their duty to notify the Local Authority of the arrangement. School staff should actively encourage the parents and/or carer to notify Children's Services of the arrangement.

If you suspect that a child who is living in a private fostering arrangement is being harmed or is at risk of significant harm (including suspecting that a child may be trafficked) and urgent action is required, follow your Child Protection procedures as laid out in this policy.

Appendix 13

Children and the court system

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

They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.
Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism98 should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

• can affect any child or young person (male or female) under the age of 18 years
• can affect any vulnerable adult over the age of 18 years
• can still be exploitation even if the activity appears consensual
• can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
• can be perpetrated by individuals or groups, males or females, and young people or adults
• is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

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, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.
The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their

needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

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

Appendix 14 **Domestic abuse**

The cross-government definition of domestic violence and abuse is: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. Advice on identifying children who are affected by domestic abuse and how they can be helped is available as below;

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

http://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/

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

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

Sexual violence and sexual harassment between children in schools

Context

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk. Staff should be aware of the importance of:

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

What is Sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 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;
• 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; and sexual exploitation; coercion and threat.

The response to a report of sexual violence or sexual harassment

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

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 23 in Part 1 of KCSIE 2018. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Additional advice and support

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused	DfE advice
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE advice
	Relationship abuse: disrespect nobody	Home Office website
Bullying	Preventing bullying including cyberbullying	DfE advice
Children and the courts	Advice for 5-11-year olds witnesses in criminal courts	MoJ advice
	Advice for 12-17 year old witnesses in criminal courts	MoJ advice
Children missing from education, home or care	Children missing education	DfE statutory guidance
	Child missing from home or care	DfE statutory guidance
	Children and adults missing strategy	Home Office strategy
Children with family members in prison	National Information Centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	County Lines: criminal exploitation of children and vulnerable adults	Home Office guidance
	Child sexual exploitation: guide for practitioners	DfE
	Trafficking: safeguarding children	DfE and HO guidance
Drugs	Drugs: advice for schools	DfE and ACPO advice
	Drug strategy 2017	Home Office strategy
	Information and advice on drugs	Talk to Frank website
	ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention	Website developed by Mentor UK
"Honour Based Violence" (so called)	Female genital mutilation: information and resources	Home Office
	Female genital mutilation: multi agency statutory guidance	DfE, DH, and HO statutory guidance
	Forced marriage: information and practice guidelines	Foreign Commonwealth Office and Home Office

Health and Well-being	Fabricated or induced illness: safeguarding children	DfE, Department for Health and Home Office
	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England resources
	Medical-conditions: supporting pupils at school	DfE statutory guidance
	Mental health and behaviour	DfE advice
Homelessness	Homelessness: How local authorities should exercise their functions	HCLG
Online	Sexting: responding to incidents and safeguarding children	UK Council for Child Internet Safety
Private fostering	Private fostering: local authorities	DfE - statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty advice for schools	DfE advice
	Educate Against Hate Website	DfE and Home Office
Violence	Gangs and youth violence: for schools and colleges	Home Office advice
	Ending violence against women and girls 2016-2020 strategy	Home Office strategy
	Violence against women and girls: national statement of expectations for victims	Home Office guidance
	Sexual violence and sexual harassment between children in schools and colleges	DfE advice
	Serious violence strategy	Home Office Strategy