



THE LATYMER SCHOOL

Founded 1624

SAFEGUARDING, CHILD PROTECTION AND PROCEDURES POLICY

STATUTORY

Statutory Policy presented to Governing Body	Full Governing Body Meeting September 2025
Policy circulated	September 2025
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1. Introduction

All children have the right to be safe from harm and abuse.

Section 175 of the Education Act 2002 places a duty upon this school to safeguard and promote the welfare of children. 'Keeping Children Safe in Education (2025)' and the London Child Protection Procedures (March 2025) provide a framework for enabling the school to fulfil its statutory duties effectively and efficiently in the best interests of children.

The Governing Body holds responsibility for ensuring that the safety of the children in this school is at all times of paramount importance and recognises the contribution The Latymer School makes in safeguarding and protecting children. The Governing Body takes seriously its statutory responsibility to do so and recognises that all staff working with children have a full and active part to play in protecting them from harm.

The Governing Body and the school leadership team ensures that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies operate with the best interests of the child at their heart.

Where there is a safeguarding concern the governing body and the school leadership team will ensure that the students's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place and well promoted for students to easily understand and easily access how to report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

The Governing Body is responsible for ensuring that any deficiencies or weaknesses in the school's arrangements for safeguarding and promoting the welfare of children are addressed and remedied without delay. The Governing Body are responsible for ensuring that the appropriate policies and procedures are in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

The Governing Body will contribute to multi-agency working in line with statutory guidance Working Together to Safeguard Children¹. The School will work in partnership with the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for a police area in the local authority area). The Governing Body and the senior leadership team (especially the designated safeguarding lead) are aware of and follow the new local arrangements (as set out by the three safeguarding partners).

The Governing Body will seek advice from and work in partnership appropriately with the London Borough of Enfield in fulfilling its safeguarding and child protection responsibilities.

Whilst the Governing Body holds overall responsibility for the child protection and safeguarding functions of the school, the day to day operational responsibility rests with the Headteacher.

For the purposes of this policy children includes everyone under the age of 18. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

¹ Working Together to Safeguard Children, June 2025

The Latymer School is committed to providing an environment where children can play, learn, develop and achieve and where they are safeguarded and are enabled to tell or communicate if they are being harmed in some way. We are committed to ensuring that all staff are sensitive to issues of race, culture, gender, disability and diversity but these issues should never be a barrier to sharing and reporting concerns about children.

All staff including teaching and non-teaching staff, temporary and supply staff, clerical and domestic staff, volunteers and staff working on site employed by other services and agencies and those working with children and families in the community **have a statutory responsibility to safeguard and promote the welfare of children and must be aware of and fully conversant with this policy.**

Safeguarding incidents can happen anywhere and staff should be alert to and raise their concerns to The Designated Safeguarding Lead (DSL), deputies or the Headteacher.

All staff and governors who work directly with children will be given a copy of the revised Safeguarding, Child Protection Policy and E Safety policy, Whistleblowing Policy, the Enfield Borough Code of Conduct Model for Schools and Keeping Children Safe in Education (Part One) and will be expected to have read and understood these documents.

Staff who do not directly work with children will be required to read Keeping Children Safe in Education Annex A: Safeguarding information for school and college staff (a condensed version of Part one) and the school Safeguarding, Child Protection Policy and E Safety policy.

Because of their day to day contact with children, staff in this school are well placed to observe possible signs of abuse in children.

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

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos.

All staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

All staff should be aware safeguarding issues can manifest themselves via child-on-child abuse (see section on Child-on-child abuse).

Knowing what to look for is vital to the early identification of abuse, neglect² and exploitation. If staff members are unsure they should always speak to The Designated Safeguarding Lead (DSL).

² Appendix 1 – Signs of Abuse

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

If a member of staff has a concern, they will need to decide what action to take. If staff members have concerns about a child they should raise these with the school's designated safeguarding lead immediately. The DSL (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. This also includes situations of abuse which may involve staff members. The safeguarding lead will usually decide whether to make a referral to children's social care directly³.

It is important to note that any staff member can refer their concerns to children's social care and/or the police directly if a child is in immediate danger or is at risk of harm, although it is best practice for the DSL to take the lead on early help cases.

The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with 'Working Together to Safeguard Children'. This will help inform safeguarding leads as to when when they should consider calling the police and what to expect when they do.

Other options for the member of staff could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Enfield Safeguarding Children Board.

If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

Safeguarding and Promoting the Welfare of Children Definition:

- Providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

Contextual Safeguarding:

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (or deputy) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. This is known as contextual safeguarding, which simply means **assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare**. Children's social care assessments should consider such factors so it is important that schools provide as much information as possible

³ Appendix 2 – Action When a Child has suffered or is Likely to Suffer Harm

as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse

Key Staff – The Child Protection Team at Latymer⁴

The school has a Child Protection team. Appendix 3 outlines the members of staff who hold positions within the team. The following roles in the Child Protection team are held by designated members of staff:

1. A named Lead Governor for Child Protection
2. One named Designated Safeguarding Leads (member of the Senior Leadership Team)
3. Named staff in school (Deputy Safeguarding Leads) who have been trained to deal with Child Protection concerns. They can be approached if the DSL are not available. They can listen and advise but would not normally refer on to other agencies.

It is neither the role nor responsibility of those working with children in the school to assess, diagnose or investigate whether a child is at risk of or suffering harm or abuse. It is the responsibility of all staff to be aware of the need to report any concerns about a child to the Designated Safeguarding Lead as a matter of priority.

Members of the Senior Leadership Team are available as part of the school cover arrangements for out of hours/out of term activities to deputise for the Designated Leads if they are unavailable. Any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

2. Purpose

The purpose of our Safeguarding and Child Protection Policy is to:

- Maintain an environment where children feel secure and are listened to
- Ensure children know that there are adults in the school who they can approach if they are worried or in difficulty
- Integrate into the curriculum issues about safety and safeguarding so that pupils have a strong understanding of how to keep themselves safe
- Ensure that all adults working with children in the school community have undergone appropriate checks as to their suitability to work with children in line with Department for Education (DfE) and London Borough of Enfield Safer Recruitment Guidance
- Enable and support good levels of communication between all staff on safeguarding and child protection issues
- Raise the awareness of all staff of the need to safeguard children and of their responsibilities in identifying concerns and reporting them as a matter of priority

⁴ Appendix 3 – Child Protection Team at Latymer

Provide a framework and procedures so that all staff:

- a) Identify concerns that a child may be suffering harm or abuse or is at risk of suffering harm or abuse.
 - b) Report those concerns immediately to the designated lead members of school staff.
 - c) Share information regarding children with child protection plans on a 'need to know' basis and are vigilant in monitoring these children and recording concerns
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- Ensure that the school has a Child Protection Team which includes a Designated Safeguarding Lead, a Deputy Designated Safeguarding Lead and other trained members to ensure that a member of the Child Protection Team is available or contactable at all times during the school day
 - Develop and promote effective collaborative working relationships with partner agencies
 - Ensure that the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead and other members of the Child Protection Team for safeguarding and child protection have undertaken suitable and appropriate training to provide them with the knowledge and skills required to carry out the role. Their knowledge and skills should be updated via regular training, at appropriate intervals, as and when required, (but at least annually), to keep up with any developments relevant to their role
 - Ensure that all staff receive child protection training at least every three years
 - Ensure that all staff members undergo safeguarding and child protection training at induction.

Staff induction should include:

1. child protection policy, which should amongst other things also include the policy and procedures to deal with child-on-child abuse
 2. behaviour policy⁵ (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)
 3. staff behaviour policy (Model Code of Conduct, Enfield Borough)
 4. safeguarding response to children who go missing from education; and
 5. role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies)
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- Ensure that all staff members receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction. which is regularly updated.
 - In addition, all staff members should receive safeguarding and child protection updates (including online safety) via email, e-bulletins, staff meetings and the newsletter and staff meetings, as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively
 - All staff should be aware of their local early help process and understand their role in it

⁵ <https://www.gov.uk/government/publications/behaviour-in-schools--2>

- All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments
- All staff should know what to do if a child tells them he/she is being abused, exploited or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.
- All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.
- Ensure that there are quality assurance and risk assessment systems (e.g. for school visits), which are routinely informed by pupils' and parents' views, including those who may have barriers to communication (whether by disability or by language), and that these views are acted upon to make effective improvements
- Ensure that at least one member of all appointment panels, whether staff or governors, undertake accredited Safer Recruitment Training, with Senior Leaders encouraged to undertake this training as part of their Continuing Professional Development
- Governing bodies and proprietors should ensure all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.
- Ensure that the Governing Body has a nominated member who is responsible for child protection and that as soon as possible after their appointment, the designated Child Protection Governor attends LBE Safeguarding and Child Protection training and is aware of different types of child abuse
- Ensure that procedures are followed where an allegation is made against a member of staff or volunteer in accordance with 'Keeping Children Safe in Education (2025)' and with the involvement of the Enfield Borough Designated Offer (DO) who is Cathy Phelan
- Tel: 020 8379 4392/2850; email: Cathy.Phelan@enfield.gov.uk

3. Procedures and Guidance

This Policy should be read in conjunction with the DfE Summary Booklet “What to do if you’re Worried a Child is being Abused” Ref: DFE-00124-2015 downloadable from:

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

Our procedures are in line with the London Child Protection Procedures (March 2025), a copy of which is available on the London Safeguarding Board website: www.Londonscb.gov.uk

HOW TO RESPOND TO A CHILD WHO IS DISCLOSING ABUSE:

Be aware of non-verbal messages, e.g. body language /eye contact	Keep responses short, simple, slow, quiet, and gentle	DON'T stop child who's freely recalling abuse DON'T judge the abuser	DON'T interrogate the child: Observe and listen
Say “What happened next”/”how did that make you feel”/”you’re very brave”	Say “You’re not the only person, I believe you”, “It’s not your fault”, “Well done”	Say you will be asked to share this with someone else	Say “I’m worried about you”/”I will need to talk to someone else about what I can do next”

Please read the above in conjunction with the Safeguarding Protocol Flowchart⁶ and Child Protection Protocol and Procedure⁷.

Always Report the concern on ‘MyConcern’ SIMS⁸ urgently and email/speak to the designated safeguarding lead (Senior Assistant Headteacher – Care, Guidance and Support) immediately to make them aware of the concern.

All school staff should be knowledgeable about what constitutes abuse.

Options will then include:

- managing any support for the child internally via the school own pastoral support processes
- an early help assessment
- or a referral for statutory services⁹ for example as the child might be in need, is in need or suffering or likely to suffer harm.

⁶Safeguarding Protocol Flowchart

⁷ Child Protection Protocol and Procedure

⁸ APPENDIX 6: ‘MyConcern’ - SIMS

⁹ Local authority children’s social care has the responsibility for clarifying the process for referrals (Chapter one of [Working together to safeguard children](#)).

Referral for statutory services - what will the local authority do?

- The local authority should make a decision, within one working day of a referral being made, about the type of response that is required and should let the referrer know the outcome. This will include determining whether:
 - the child requires immediate protection and urgent action is required
 - whether the child is in need, and should be assessed under section 17
 - there is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47
 - any services are required by the child and family and what type of services and
 - further specialist assessments are required in order to help the local authority to decide what further action to take.

RECOGNISING DIFFERENT TYPES OF ABUSE:

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

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate

ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or policy and procedures for dealing with it.

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

4. Responsibilities of the Headteacher

The Headteacher is responsible for ensuring that the child protection policy and procedures adopted by the Governing Body are fully implemented and followed by all staff.

It is the Headteacher's responsibility to allocate sufficient resources and time to enable the responsibilities of the Designated Lead Member of Staff for Child Protection to be discharged fully and to ensure that staff are able to attend strategy discussions and child protection conferences and other inter-agency meetings and to contribute fully to the assessment of children.

The Headteacher is responsible for ensuring that all staff feel able to raise concerns about poor or unsafe practice regarding children, and that concerns will be addressed sensitively and in a timely manner in accordance with the school's whistle blowing policy. We recognise that it is not the responsibility of children to raise concerns. It is the responsibility of all staff to share concerns about the actions or attitudes of colleagues with the Headteacher who will deal with the concerns appropriately.

5. The Role of the Designated Safeguarding Lead

The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). This should be explicit in the role holder's job description.

The DSL should have the appropriate status and authority within the school to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and interagency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children.

Deputy designated safeguarding leads

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

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone and or MS Teams or other such media is acceptable. It is a matter for individual schools and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Manage referrals

The designated safeguarding lead is expected to refer cases:

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

Working with others

- The designated safeguarding lead is expected to:
- act as a source of support, advice and expertise for all staff
- act as a point of contact with the safeguarding partners
- liaise with the headteacher or principal to inform him or her of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.
- liaise with the headteacher to inform him or her of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- as required, liaise with the “case manager” (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs co-ordinators (SENCOs), or the named person with oversight for SEN in a college and Senior Mental Health Leads) on

matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a 147 referral by liaising with relevant agencies so that children's needs are considered holistically

- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school.

This includes:

- ensure that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
- support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Information sharing and managing the child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

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

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of this guidance.

Where children leave the school (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school in advance of a child leaving to help them put in place the right support to safeguard this child

and to help the child thrive in the school or college. For example, information that would allow the new school to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising Awareness

The designated safeguarding lead should:

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

Training, knowledge and skills

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

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- understand the importance of information sharing, both within the school and with the safeguarding partners, other agencies, organisations and practitioners

- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- obtain access to resources and attend any relevant or refresher training courses; and,
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.
- In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing support to staff

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

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

Understanding the views of children

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

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

Holding and sharing information

The designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and with other schools on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners

- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and
- be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc

6. The Role of the Child Protection Governor

The Governing body will designate a senior board level (or equivalent) Child Protection Governor to take leadership responsibility for their schools safeguarding arrangements.

The Child Protection Governor is responsible for:

- Ensuring that the Governing Body is aware of, and fulfils its safeguarding responsibilities under section 175 of the Education Act 2002
- Liaising with the Designated Lead Member of Staff for Child Protection within the school and then providing information and reports to the Governing Body. (The CP Governor will not be given any details of individual cases and will not know the identity of children for whom there are child protection concerns)
- Liaising with the Designated Member of Staff to ensure that the Annual Safeguarding Report to the Governing Body is completed
- Ensuring that governors know where the statutory guidance regarding child protection is kept
- Ensuring they are familiar with current guidelines on child protection and safer recruitment, and that they are aware of changes to the regulations
- Liaising regularly with the Designated Safeguarding Lead about procedures in the school
- Ensuring that the Single Central Record (safer recruitment checks, including details of DBS checks) is accurate and up to date at all times
- Ensuring that the Child Protection guidance is up to date
- Ensuring that all staff and governors know what to do if they suspect that a child is being abused or is at risk of abuse.
- Are aware that the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

7. Safer Recruitment

Safe recruitment¹⁰ and selection practice is vital in safeguarding and protecting children. The Governing Body recognises and takes seriously its responsibility to adopt practice which minimises risk to the children in this school by ensuring that measures are in place through this practice to deter, reject or identify people who might abuse children or who are unsuitable to work with them. The Governing Body is committed to evidencing this practice in relation to all staff working with children in the school.

¹⁰ APPENDIX 7: Safer recruitment

The safety and well-being of children is borne in mind at all times throughout the recruitment and selection process. The school follows guidance issued by the London Borough of Enfield Human Resources and that contained in the DfE guidance 'Keeping Children Safe in Education (2025)'. The headteacher and the governing body also follow the guidance set out in the LBE document 'Local Framework for Safer Recruitment in Enfield Schools'.

In accordance with this, the school makes sure that appropriate checks are carried out on new staff, volunteers and parent helpers¹¹ and bears in mind the safety of children when drawing up job descriptions and person specifications, advertising posts, calling for and scrutinising references and picking up on gaps in employment history through to the interview process and carrying out enhanced DBS and professional checks and verifications of qualifications and identity¹². The DBS does not charge for checks on volunteers.

The school will ensure that at least one member of staff who conducts an interview has completed safer recruitment training¹³.

All staff, governors and volunteers are required to inform the head teacher or chair of governors if they receive a conviction, a bind over, or a warning given by a local police force. Such information will be treated in confidence, so far as it is consistent with the safety of children and compliant with the statutory child protection procedures.

8. Extended Services and Activities

The Latymer School Governing Body is responsible for controlling the use of school premises both during and outside school hours. Where services are provided directly under the supervision and management of the school, the school's child protection policy and procedures will apply.

Where activities and services are provided separately, the Governing Body will seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place and that there are agreed arrangements to liaise with the school on these matters where appropriate. Evidence of appropriate policies and procedures must be provided to the Governing Body.

The Governing Body will only work with providers that can demonstrate that they have effective child protection policies and procedures in place, provide appropriate training and that the vetting arrangements for their staff are compatible with those of the London Borough of Enfield and government guidance. The Governing Body will enter into a formal letting contract with the provider once these conditions are met but reserve the right to withdraw permission for any letting.

¹¹ Safer Recruitment

¹² Flow Chart of Barring Service Criminal Record Checks and Barred List Checks

¹³ Regulation 9 of the School Staffing (England) Regulations 2009.

9. Services Provided by the Extended School

There will be at any one time, a number of professionals delivering services to children and families on behalf of the school in the community as well as on the school site. These professionals may be employed by partner agencies such as Children's Social Care, Health, or other agencies.

All staff providing services to children whether in school or in the community on behalf of the school must adhere to the school's child protection policy.

Staff from partner agencies working with children in the community will follow the referral procedures of their own agency and will inform the Designated Member of Staff that they have made a child protection referral as a matter of priority.

10. Supporting Children

We recognise that a child who is abused or neglected may find it difficult to develop and maintain a sense of self-worth. We recognise that children may feel helpless and humiliated and may blame themselves for what has or is happening to them. Our school may provide a vital source of stability in the lives of children who have been abused or are at risk of harm. We recognise that the behaviour of a child in these circumstances may range from that which is perceived to be 'normal' to aggressive or withdrawn.

We aim to support the children in our school by:

- Encouraging a sense of self-worth and assertiveness whilst not condoning bullying and aggression. Bullying in itself may result in the threshold of significant harm being met and we take seriously our responsibility to challenge bullying behaviours in accordance with our anti-bullying policy
- Promoting a caring and safe environment within the school; Providing opportunities through the PHSE curriculum for children to learn strategies to protect themselves, ask for help and support and gain confidence in standing up for their rights and valuing and respecting others
- Working in partnership with other services involved in safeguarding children and notifying Children's Social Care as soon as there are significant concerns about a child.

11. Confidentiality

Confidentiality is an issue which needs to be fully understood by all those working with children, particularly in the context of child protection.

All matters relating to child protection are strictly confidential. We respect the right of families to have information about them dealt with sensitively and confidentially in line with statute and guidance. Child Protection information regarding children in our school will be shared with staff on a strictly need to know basis. A member of staff will 'need to know' information when it is demonstrably to benefit the child. All staff are expected to conform to the school's standards of good professional practice and maintain confidentiality appropriately at all times.

All staff must be aware of their responsibility to share information with the Headteacher and with other agencies in order to protect and safeguard children.

No one in the school may guarantee confidentiality to a parent or carer and must make it clear that information will be shared if there are concerns about the welfare of a child, even if they do not consent to the sharing of information, and that the school will **always act in the best interests of the child**.

No one in the school may guarantee to a child that they will keep a secret and must always make it clear to children in language that is appropriate to the age and understanding of the child, that **any information which leads an adult to be concerned that a child is suffering or is at risk of suffering harm will be shared with the DSL** in order to take measures to safeguard the child or other children at risk.

12. Supporting Staff

We recognise that child protection is a difficult and sometimes an upsetting subject for those who work with children. Working with a child who has suffered harm or is at risk of harm may be stressful and distressing. We are committed to supporting such staff by providing opportunities for them to talk through their experiences and anxieties with the DSL and to seek further support as appropriate. All staff and volunteers should feel able to raise concerns about poor or unsafe practice, such concerns will be addressed sensitively and effectively in accordance with agreed whistle blowing procedures.

We believe that working within a school that has clear child protection policies and procedures also helps to support staff in carrying out their duties and responsibilities effectively.

13. Children with Special Educational Needs, Disabilities or health issues

Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Governing bodies should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
- communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or a deputy) and the SENCO or the named person with oversight for SEND in a college.

The school will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communications is in place.

Specialist organisations such as those listed below can provide additional information:

- The Special Educational Needs and Disabilities Information and Support Services (SENDIASS). SENDIASS offer information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service: Find your local IAS service (councilfordisabledchildren.org.uk)
- Mencap - Represents people with learning disabilities, with specific advice and information for people who work with children and young people
- NSPCC - Safeguarding children with special educational needs and disabilities (SEND) and NSPCC - Safeguarding child protection/deaf and disabled children and young people

14. Working in Partnership with Parents and Carers

The Governing Body and staff of The Latymer School are committed to creating and maintaining a culture of openness and honesty and strive at all times to work in partnership with parents and carers. We believe that this is in the best interests of children and their families. Only by developing co-operative working relationships within which parents and carers feel respected will we be able to work holistically with children.

All parents and carers will be given access to our child protection policy in the following ways:

- The child protection policy can be viewed on the school website and will be referred to at meetings with parents of children new to the school
- The website will provide parents with the details of the Designated Safeguarding Lead and governor for child protection as well as access to the Safeguarding, Child Protection and E-Safety Policy.

We believe it is important that parents and carers are aware of our statutory duty to safeguard and promote the welfare of children and that we will where necessary share concerns about children and young people with Children's Social Care.

Wherever possible we will aim to discuss concerns about children with their parents or carers and inform them if we intend to make a referral to Children's Social Services.

There may be rare instances however, when we judge that it is not appropriate to speak to a parent or carer before contacting Children's Social Services. This would happen when the DSL judges that a child's well-being will be imperilled if the parent or carer is aware that a referral to Children's Social Services is to be made.

15. Remote education

Guidance to support schools understand how to help keep pupils, students and staff safe whilst learning remotely can be found at [Safeguarding and remote education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/safeguarding-and-remote-education) and [Providing remote education: guidance for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/providing-remote-education).

The schools will be in regular contact with parents and carers. Those communications will be used to reinforce the importance of children being safe online and parents and carers are likely to find it helpful to understand what systems schools use to filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online,

including the sites they will be asked to access and be clear who from the school (if anyone) their child is going to be interacting with online.

15. Elective Home Education (EHE)

From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended so that schools must inform their Local Authority (LA) of all deletions from their admission register when a child is taken off roll.

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the LAs, schools, and other key professionals will work together to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable. Where a child has an Education, Health and Care plan local authorities will need to review the plan, working closely with parents and carers. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

Home educated children can have a positive learning experience where their parents' decision to home educate is made with their child's best education at the heart of the decision. However, this is not the case for all. Elective home education can mean that some children are not in receipt of suitable education and are less visible to the services that are there to keep them safe and supported in line with their needs.

DfE guidance for local authorities on [Elective home education](#) sets out the role and responsibilities of LAs and their powers to engage with parents in relation to EHE (schools should also be familiar with this guidance).

16. Restraint and Reasonable Force

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

Section 93 of the Education and Inspections Act 2006 enables school staff (including support staff, non-teaching staff and voluntary staff) to use such force as is reasonable in the circumstances to prevent a pupil from:

1. Committing an offence, or if a child is under the age of 10, what would be deemed an offence in law if they were older than aged 10
2. Causing personal injury to any person (including themselves) or damage to any property

3. Prejudicing the maintenance of good order and discipline at the school or any pupils at the school either during a lesson or otherwise

This includes occasions when the student is not on school premises e.g. on school visits.

Section 45 of the Violent Crime Reduction Act 2006 gives headteachers and authorised staff the right to search pupils for weapons without their consent, where they have reasonable cause to suspect they are carrying a weapon. If resistance is expected schools MUST call the Police. Further information can be obtained from the DfE guidance 'Screening, Searching and Confiscation – Advice for headteachers, staff and governing bodies

Further guidance to staff can be found in the DfE guidance "The use of reasonable force"
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

There will be a rigorous recording system for instances of any physical intervention. Incidents will be reported to the Local Authority. Parents/carers will be informed when restraint has been used and protocols will be agreed with parents/carers if use of restraint is thought likely as agreed in the Physical Intervention Policy. It is good practice for the member of staff with responsibility for child protection to check the record and to give the member of staff involved in the incident a copy.

The DSL will ensure that staff working with such children/young people are familiar with this guidance. S548 Education Act 1996 states that the use of force as a punishment is unlawful.

Governing bodies and proprietors should be aware of their obligations under the Human Rights Act 1998¹⁴, the Equality Act 2010¹⁵, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements

The Equality Act 2010 states that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation. Schools must also eliminate discrimination and advance equality of opportunity.

17. Recording

Recording is a tool of professional accountability and is central to safeguarding and protecting children. The school should keep a record of staff child protection training, which is reported to the Staffing Committee/Governor Responsible for Child Protection & Safeguarding.

It is not always possible to know whether a small or vague concern held today may increase as the days or weeks pass and later form the substance of a child protection referral. For this reason, it is vital that concerns are recorded accurately so that they can be monitored and emerging patterns noticed.

All verbal conversations should subsequently be recorded by the member of staff by submitting a MyConcern.

Any further updates or concerns about children should be recorded using MyConcern. Information entered on the MyConcern should include information relating to the concerns about a child, discussion with the DSL and parents or carers and any agreed actions and outcomes. **The DSL will**

¹⁴ <https://www.legislation.gov.uk/ukpga/1998/42/contents>

¹⁵ <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

ensure that school actions minuted in child protection conferences/strategy meetings are implemented.

18. Early Help

All staff should be prepared to identify children who may benefit from early help. Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment training

All staff will be made aware of the early help process by the DSL during Safeguarding and Child Protection training. This includes identifying emerging problems, liaising with the designated safeguarding lead, highlighting the importance of sharing information with other professionals and agencies to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

Staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

19. Information sharing

- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children, which must always be the paramount concern.

- Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools have clear powers to share, hold and use information for these purposes.
- The Governing body are responsible for ensuring that relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. They are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

To ensure effective safeguarding arrangements:

- The school has arrangements in place that clearly sets out the processes and the principles for sharing information
- If the school has concerns about a child's welfare and considers that they may be a child in need or that the child has suffered or is likely to suffer significant harm, we will share the information with local authority children's social care and/or the police.
- The school will aim to gain consent to share information, but are mindful of situations where to do so would place a child at increased risk of harm
- Information will be shared without consent if the school has reason to believe that there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner. When decisions are made to share or withhold information, the school will record who has been given the information and why
- The school pays due regard to the relevant data protection principles which allow them to share personal information, as provided for in the Data Protection Act 2018¹⁶ and the General Data Protection Regulation (GDPR)¹⁷.

To share information effectively:

- The school is aware of the conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'
- The school is aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk

20. Referrals

Child Protection referrals will be made to Children's Social Care in the child's home borough. Local arrangements, as stipulated by the three safeguarding partners (the local authority; a clinical

¹⁶ Data Protection Act 2018

¹⁷ General Data Protection Regulation (GDPR)

commissioning group for an area within the local authority; and the chief officer of police for a police area in the local authority area) will be followed.

In Enfield, if a safeguarding concern arises that cannot wait for completion of a referral form, a telephone call will be made to the MASH on 0208 379 5555. A referral regarding a child's safety, wellbeing and/or for family support will be made through the portal - www.enfield.gov.uk/childrensportal.

A copy of the referral to any borough will be kept confidentially by the school.

If early help is appropriate the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate. In most instances of cases which involve suspected abuse, a referral will be made to Children's Social Care for the borough in which the child is resident.

If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.

If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the child's situation improves.

Where a pupil is transferring to another school, the DSL should liaise with the school the pupil is transferring to and copy and forward records to the other school.

21. Allegations against school staff and volunteers

The guidance in Part four: Allegations of abuse made against teachers and other staff ('Keeping Children Safe in Education - 2025') outlines how to 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 should be used in respect of all cases in which it is alleged that a teacher or member of staff (including supply staff and volunteers) in a school that provides education for children under 18 years of age 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 or she may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

Concerns and allegations that may meet the harms test should be addressed as set out in Section one of Part four of 'Keeping Children Safe in Education (2025)'.

'Lower level' concerns and allegations that do not meet the harms test will be addressed as set out in Section two of Part four of 'Keeping Children Safe in Education (2025)'.

Part four of 'Keeping Children Safe in Education (2025)' relates to members of staff (including supply staff) and volunteers who are currently working in any school regardless of whether the school is where the alleged abuse took place.

The school will consider whether to refer a case to the Secretary of State (via the Teaching Regulation Agency) in a situation where:

- the school ceases to use the services of a teacher because of serious misconduct
- or might have dismissed them, or ceased to use their services had they not left first, they must

Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

Allegations made about staff, including supply teachers, volunteers and contractors will be dealt with according to the protocol outlined in the Enfield Safeguarding Board 'Protocol for the Management of Allegations of Abuse against an Adult working with Children' and 'Keeping Children Safe in Education (2025)'. The Headteacher or the Chair of the governing body (if it is an allegation about the Headteacher) and the DSL will consult with the Local Authority Designated Officer LADO (020 8379 4392/2850) for advice on how to proceed on each case. The school will work in conjunction with Children's Social Care and the Police Child Abuse Investigation Team.

The Headteacher or the Chair of the governing body (if it is an allegation about the Headteacher) and the DSL will follow the procedures for dealing with allegations as outlined in Part four of the 'Keeping Children Safe in Education (2025)' (Allegations of abuse made against teachers and other staff).

School staff will not investigate cases of suspected abuse themselves. The school will cooperate fully with the Police and Children's Social Care. Please see Allegations Against School Staff Guidance for Schools for further information.

Low-level concerns policy

- staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from inappropriate, problematic or concerning behaviour, in themselves and others
- staff are empowered to share any low-level safeguarding concerns
- unprofessional behaviour is addressed and support provided for the individual to correct it at an early stage
- concerns are handled sensitively and proportionately when they are raised, and
- any weakness in the school or colleges safeguarding system are highlighted and addressed

Sharing low-level concerns

Low-level concerns can be shared initially with the DSL or with the headteacher. If the disclosure is shared with the DSL, then the DSL will inform the headteacher of all the low-level concerns in a timely fashion according to the nature of each particular low-level concern.

The headteacher will be the ultimate decision maker in respect of all low-level concerns, although it is recognised that depending on the nature of some low-level concerns the headteacher may wish to consult with the DSL and take a more collaborative decision making approach.

Low-level concerns which are shared about supply staff and contractors will be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

If the schools has any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, the headteacher and/or the DSL will consult with their LADO.

22. Promoting the Well-being of Pupils

The School will promote the well-being of all its pupils as per the Education and Inspections Act 2006. Well-being is defined in the Children Act 2004 in terms of:-

- physical and mental health and emotional well-being
- protection from harm and neglect
- education, training and recreation
- the contribution children make to society
- social and economic well-being

23. Mental Health

Schools have an important role to play in supporting the mental health and wellbeing of their pupils.

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

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

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

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the school child protection policy and speaking to the designated safeguarding lead or a member of the Child Protection Team.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Governing bodies should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

The school can access a range of advice¹⁸ to help identify children in need of extra mental health support, including working with external agencies. The school accesses a range¹⁹ of resources which we use to promote positive health, wellbeing and resilience among children.

¹⁸ <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2> and <https://www.gov.uk/government/publications/preventing-and-tackling-bullying> and <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

¹⁹ <https://campaignresources.phe.gov.uk/schools/topics/mental-wellbeing/overview>

24. Attendance, the School Roll and Missing Pupils

At agreed intervals, the governing body will give the LA the name and address of every pupil who does not go to school regularly and inform the LA if:

- A pupil has been continuously absent without authorisation for not less than 10 school days, specifying the cause if known
- A pupil has been permanently excluded
- A pupil is moving away from the area and is not known to have registered at another school
- A pupil has a custodial sentence of more than four months and has been taken off the roll
- The pupil has run away from home
- Any pupils of compulsory school age have been taken off the roll because the parents have informed the school in writing that the child will be taught at home

If a pupil leaves the school without notice being given by the parent or without the school being advised of the new address and/or school the pupil is to attend, the school will notify the Education Welfare Service (Enfield LA) as soon as possible. If there are child protection concerns, the appropriate referral will be made to Children's Social Care or the Police Child Abuse Investigation Team.

All staff should be aware that **children going missing**, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of the school unauthorised absence and children missing from education procedures. As good practice, the school will aim to hold more than one emergency contact number for each pupil or student (where reasonably possible).

25. Private Fostering and educational institutions

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.

The school should then notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child.

The DSL should make a referral to Enfield's Single Point of Entry (SPOE) (0208 379 5555) and the police if:

- They become aware of a private fostering arrangement which is not likely to be notified to the local authority
- They have doubts about whether a child's carers are actually their parents, and there is evidence to support these doubts, including concerns about the child's welfare

Further information about private fostering arrangements can be found at baaf.org.uk

26. Children staying with host families (homestay)²⁰

Schools often make arrangements for children to take part in exchange visits, either to other parts of the UK or abroad. Exchanges can benefit learning across a range of subjects. In particular, foreign visits can enrich the languages curriculum and provide exciting opportunities for pupils to develop their confidence and expertise in the use of other languages.

Schools have a duty to safeguard and promote children's welfare. This extends to considering their safety and how best to minimise risk of harm to those children during any exchange visit the school or college arranges, and when organising the care and accommodation for a child with a host family (known as homestays) as part of the exchange.

School arranged homestay – suitability of adults in UK host families

When arranging a homestay, schools should consider the suitability of the adults in the respective families who will be responsible for the visiting child during the stay.

In circumstances where a school arrange for a visiting child to be provided with care and accommodation in the UK (including where they engage a company to make those arrangements) in the home of a family to which the child is not related, the responsible adults will be engaging in regulated activity for the period of the stay.

A regulated activity provider commits a criminal offence if it knows or has reason to believe that an individual is barred by the Disclosure and Barring Service (DBS) from engaging in regulated activity but allows that individual to carry out any form of regulated activity.

This includes where a person has parental responsibility for the visiting child.

The school will obtain a DBS enhanced certificate with children's barred list information for the adult who is responsible for the visiting child during the stay.

Homestay – suitability of adults in host families abroad

It is not possible for schools and colleges to obtain criminality information from the DBS about adults who provide homestays abroad. Schools and colleges should liaise with partner schools abroad, to establish a shared understanding of, and agreement to the arrangements in place for the visit. They should use their professional judgement to satisfy themselves that the arrangements are appropriate and sufficient to effectively safeguard every child who will take part in the exchange.

Parents should be aware of the agreed arrangement.

27. Children potentially at greater risk of harm

Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and

²⁰ APPENDIX 13: Host families - homestay during exchange visits

trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

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

Findings from the Children in Need review, 'Improving the educational outcomes of Children in Need of help and protection' contains further information; the conclusion of the review, 'Help, protection, education' sets out action Government is taking to support this.

Children Missing Education and Persistent Absence

Prolonged or repeated absence from education can be a critical indicator of safeguarding concerns, including neglect, child sexual exploitation, and child criminal exploitation—particularly in relation to county lines. Schools must ensure that their response to persistently absent pupils and children missing education supports early identification of such risks and helps prevent further absence. This is especially important for children known to local authority children's social care, such as those with a social worker, child in need, child protection plan, or looked after child, where absence may heighten existing safeguarding risks. Schools should refer to the following guidance and resources:

- Working Together to Improve School Attendance – statutory guidance outlining how schools must collaborate with local authority children's services where absence raises safeguarding concerns.
- Children Missing Education – statutory guidance detailing schools' duties, including required notifications to the local authority when removing a child from the roll.
- Full-time Enrolment of 14 to 16 Year Olds in Further Education and Sixth Form Colleges – guidance for colleges educating children of compulsory school age.
- Missing Children and Adults Strategy – general advice and information for schools and colleges.

Supporting Lesbian, Gay, Bisexual, and Gender Questioning Pupils

Being lesbian, gay, or bisexual is not an inherent risk factor for harm; however, such pupils may be targeted by others, and those perceived to be LGB can be equally vulnerable. The school recognises the importance of creating a culture where all pupils feel safe and supported, particularly those who may lack trusted adults. Staff must be alert to the additional barriers these pupils may face and ensure they feel able to speak out. In line with the Cass Review, a cautious and individualised approach should be taken when supporting gender questioning children, recognising potential wider vulnerabilities such as complex mental health needs, autism, or ADHD. Support should be provided in partnership with parents (unless doing so would pose a significant risk of harm) and informed by clinical advice where available. Families should be encouraged to seek clinical support, particularly

for pre-pubertal children. The school will signpost to the revised government guidance on gender questioning children once published in September 2025.

Looked after children and previously looked after children

A child who is subject to a care order (or an interim care order) or who is accommodated by the local authority (looked after by a local authority) is referred to as a looked-after child.

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The Governors and school leaders will ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe.

Appropriate staff will be provided with the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. Staff will also be given appropriate information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

The DSL will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

The governing body will designate a member of staff (the designated teacher²¹) who is responsible for promoting the educational achievement of looked-after children, or previously looked-after children, and will ensure that the designated teacher has undertaken appropriate training. The Assistant Headteacher (Care, Guidance and Support) is the designated teacher.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

Virtual school heads

Virtual school heads manage pupil premium plus for looked after children; they receive this funding based on the latest published number of children looked after by the local authority. In maintained schools, the designated teacher should work with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan. The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children. In other schools and colleges, an appropriately trained teacher should take the lead.

As with designated teachers, following the commencement of sections 4 to 6 of the Children and Social Work Act 2017, virtual school heads have responsibilities towards children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England or Wales. Their primary role for this group will be the provision of information and advice to relevant parties.

²¹ Section 20 of the Children and Young Persons Act 2008 sets this requirement for maintained schools

In addition to their statutory duties, the role of virtual school heads was extended in June 2021, to include a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker.

In offering advice and information to workforces that have relationships with children with social workers, virtual school heads should identify and engage with key professionals, helping them to understand the role they have in improving outcomes for children. This should include Designated Safeguarding Leads, social workers, headteachers, governors, Special Educational Needs Co-ordinators, mental health leads, other local authority officers, including Designated Social Care Officers for SEND, where they exist.

In September 2024, the role of Virtual School Heads was further extended to include a non-statutory responsibility to promote the educational achievement of all children in kinship care.

28. Trafficked and Exploited Children

A trafficked child is coerced or deceived by the adult who brings them into the country. Trafficked children are denied their human rights and are forced into exploitation e.g. domestic servitude, forced marriage, criminal activity, begging, benefit fraud, acting as a drug mule, sweatshop or restaurant work. Children may appear to submit willingly through fear for themselves or their family, because their parents have agreed to the situation or because of bribes. Recognition of trafficked and exploited children will normally rely on a combination of general signs of abuse and neglect and issues concerned with the child's immigration status. These children may not be in possession of their own travel documents, be excessively afraid of being deported, be in possession of false papers, being cared for by an adult who is not their parent, presenting with a history of missing links and unexplained moves. School staff should make a referral to Children's Social Care if they suspect a child has been trafficked²²²³.

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

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

²²Child Sexual Exploitation Details

²³ Appendix 9: Models of Sexual Exploitation

Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media.

CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited for example they believe they are in a genuine romantic relationship.

30. Serious Violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.

Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Advice for responding to incidents involving serious violence can be found provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance²⁴.

31. County lines

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

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

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

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

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

32. Children and the court system

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

33. So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital

²⁴ <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

mutilation (FGM)²⁵, forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Actions

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or a member of the Child Protection Team).

35. FGM

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

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#)

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out.

Unless the teacher has good reason not to, they should still consider and discuss any such case with the designated safeguarding lead (or Child Protection Team) and involve children’s social care as appropriate (a child protection referral should be made to the local authority children’s social care where the child lives). 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](#).

²⁵ Appendix 11: Female Genital Mutilation

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

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

36. Forced marriage

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

The Forced Marriage Unit (FMU) have resources to support schools (Multi-agency practice guidelines: handling cases of forced marriage (pages 75-80 of which focus on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at [The right to choose: government guidance on forced marriage](https://www.gov.uk/government/guidance/the-right-to-choose-government-guidance-on-forced-marriage) - GOV.UK (www.gov.uk) School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial ‘marriages’ as well as legal marriages.

37. Preventing radicalisation (Prevent Duty)

All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from becoming terrorists or supporting terrorism”. This duty is known as the Prevent duty.

The Latymer Prevention of Extremism and Radicalisation policy sets out the strategies and procedures that the school adopts to protect vulnerable students from being radicalised or exposed to extremist views. The elements of our policy are prevention, protection and support.

Protecting children from the risk of radicalisation is part of schools’ wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Children may be susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of the schools’ safeguarding approach.

‘**Extremism**’ is defined in ‘Keeping Children Safe in Education (2025)’ as the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual

respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

‘Radicalisation’ is the process of a person legitimising support for, or use of, terrorist violence.

It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of the Policy for the Prevention of Extremism and Radicalisation and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school.

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

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

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

Any member of staff or visitor to the school who receives a disclosure of or suspects that a child is at risk of radicalisation must report it immediately to the DSL or, if unavailable, to a member of the Child Protection Team. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

Following receipt of any information raising concern about vulnerability to radicalisation, the DSL will consider what action to take and will follow the Enfield Safeguarding Children Board procedures by contacting the police and making a referral to Children's Social Care through the Enfield Borough SPOE (0208 379 5555). All information and actions taken, including the reasons for any decisions made, will be fully documented.

If an allegation is made or information is received about an adult who works in our school which indicates that they may be unsuitable to work with children because of concerns relating to extremism and radicalisation, the member of staff receiving the information should inform the Headteacher or Chair of Governors immediately in line with the procedures outlined in our Safeguarding Policy and the Whistleblowing Policy.

All of our staff should be fully aware of the threats, risks and vulnerabilities that are linked to radicalisation. Staff will be able to identify children at risk of being drawn into extremism and develop the confidence to challenge extremist ideas. All staff will understand how we can provide support to ensure that our pupils are resilient and supported to resist involvement in radical or extreme activities.

Channel

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

School staff should understand when it is appropriate to make a referral to the Channel programme.

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

If there are significant concerns, following an assessment by the Enfield Borough SPOE (0208 379 5555), the referral may be passed on to the Enfield Borough 'Channel' safeguarding group to consider what support and interventions may be available.

38. Child-on-child abuse

Child-on-child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate²⁶).

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse). And that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.

All staff should understand, that even if there are no reports in the schools it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead or a member of the Child Protection Team.

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

²⁶ Firmin, C. 2017. *Abuse Between Young People: A Contextual Account*. Oxon: Routledge (due to be published in December 2017)

This is most likely to include, but not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence²⁷ such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment²⁸ such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos²⁹ (also known as sexting or youth produced sexual imagery)
- upskirting which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

39. Zero-tolerance approach to abuse

The school perspective is that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys”.

All child-on-child abuse is unacceptable and will be taken seriously by the school.

‘Keeping Children Safe in Education (2025)’ encourages schools to take the wishes of the victim, and other contextual considerations, into account when managing safeguarding reports relating to child-on-child abuse, including sexual violence and sexual harassment (APPENDIX 12: Sexual violence and sexual harassment between children in schools and colleges). This includes when determining how to proceed, the action to take and the services/support to provide.

Every report will be taken seriously and will be dealt with in line with the school safeguarding procedures and the behaviour policy. We aim to establish an environment where every incident of child-on-child abuse (including sexual violence and sexual harassment) is challenged and never ignored, and where staff take action to work alongside our students to intervene, support and take appropriate action.

Child-on-child abuse (including sexual violence and sexual harassment) will not be tolerated, however, the context will be taking into account when determining the school’s response. By listening to students and learning from them about their experiences, without them living in fear of

²⁷ For further information about sexual violence see Part 5 and Annex B of KCSIE 2025

²⁸ For further information about sexual harassment see Part 5 and Annex B of KCSIE 2025

²⁹ UKCIS guidance: [Sharing nudes and semi-nudes advice for education settings](#)

repercussions, there is greater scope for positive intervention to ensure that perpetrators learn from their actions and do not continue to exhibit inappropriate and/or harmful behaviour.

We will support and listen to everyone involved, including the alleged perpetrator(s). While the school will not tolerate the behaviour, we will look to balance the need to safeguard the victim (and other children) with providing the alleged perpetrator(s) with an education and safeguarding support and implementing disciplinary sanctions. When considering instances of harmful sexual behaviour between children, we will consider a range of factors (see the section 'Disciplinary Action'). We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma and will offer them appropriate support so they can change their behaviour.

Appendix 12: Sexual violence and sexual harassment between children in schools and colleges provides information, definitions, advice on how to respond to incidents of sexual violence and sexual harassment between children and details where both students and the school can access toolkits, resources and support.

The Child-on-Child Abuse Policy details how the school will minimise the risk of child-on-child abuse; how allegations of child-on-child abuse will be recorded, investigated and dealt with, and outlines how victims, perpetrators and any other child affected by child-on-child abuse will be supported.

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

All staff should be clear as to the school's policy and procedures with regards to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

40. Domestic Abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a

serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

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

Operation Encompass

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

Operation Encompass provides an advice and helpline service³⁰ for all staff members from educational settings who may be concerned about children who have experienced domestic abuse.

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

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

- a. NSPCC- UK domestic-abuse Signs Symptoms Effects
- b. Refuge what is domestic violence/effects of domestic violence on children
- c. SafeLives: young people and domestic abuse.

Therefore, if staff are aware that a child is witnessing or hearing domestic violence, they should inform the designated member of staff, who should in turn refer the matter to London Borough of Enfield Children's Social Care 020 8379 2507.

³⁰ The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990

41. Young Carers

In many families, children contribute to family care and well-being as part of normal family life. A young carer is a child who is responsible for caring on a regular basis for an adult or a sibling who has illness or disability. Caring responsibilities can significantly impact upon a child's health and development. The school will refer to Children's Social Care 020 8379 2507 where a young carer is:

- Unlikely to achieve or maintain a reasonable standard of health or development because of their caring responsibilities
- At serious risk of harm through abuse or neglect
- Providing intimate body care

42. Young Runaways

Some young people are pushed away from their home by factors that make an environment difficult to live in, such as problems at home, difficult relationships, family breakdown and maltreatment or abuse, problems at school including bullying and personal problems including mental health issues. Other young people are pulled away to be near friends and family or following grooming by adults for sexual exploitation³¹³² or trafficking.

School must educate young people about the dangers of running away and encourage them to seek support rather than run away; some children run because they feel there is no other option. Children and young people need to know where they can access help if they are thinking of running away and what alternatives are open to them.

If school staff become aware of a young runaway, they should ensure they inform their Police Liaison Officer and their Education Welfare Officer.

This policy should be read in conjunction with the school's policies on:

- Prevention of Extremism and Radicalisation
- Behaviour
- Health & Safety
- Whistle Blowing
- Child-on-Child Abuse
- Equal Opportunities
- Allegations of Abuse Against Staff
- Model Code of Conduct For Employees and Workers in Schools and PRUs (Enfield Borough
- Sex Education Policy
- Special Educational Needs Policy
- Supporting Children in School with Medical Needs
- E-security
- Online Safety

³¹ APPENDIX 10: Child Sexual Exploitation

³² APPENDIX 10: Sexual Exploitation Models

43. Cybercrime

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

Cyber-dependent crimes include:

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

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

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

- [Cyber Choices](#)
- ['NPCC- When to call the Police'](#)
- [National Cyber Security Centre - NCSC.GOV.UK](#)

44. Online Safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school to protect and educate the whole school in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The Online Safety policy sets out the key principles expected of all members of the Latymer community with respect to the use of IT-based technologies. A key emphasis is safeguarding and protecting the students and staff. The policy sets out clear expectations of behaviour and/or codes of practice relevant to responsible use of the Internet for educational, personal or recreational use for the whole school community. The Behaviour Policy and the Online Safety policy outline how the

school responds to online abuse such as online bullying and ensures that all members of the school community are aware that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk: Content, Contact, Conduct, Commerce

1. Content- being exposed to illegal, inappropriate or harmful material

for example:

- pornography
- racism
- misogyny
- self-harm
- suicide
- anti-Semitism
- radicalisation
- extremism
- misinformation
- disinformation (including fake news)
- and conspiracy theories

2. Contact – being subject to harmful online interaction with other users

for example:

- Child-to-child pressure
- commercial advertising
- adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'

3. Conduct – personal online behaviour that increases the likelihood of, or causes, harm

for example:

- making, sending and receiving explicit images (eg. non-consensual sharing of nudes and semi-nudes and/or pornography)
- sharing other explicit images
- or online bullying.

APPENDIX 18: Online Safety lists a range of resources and websites which are available to support schools and parents/carers to keep children safe online (the list is not exhaustive).

4. Commerce – risks such as inappropriate advertising, phishing and or financial scams

- Students or staff at risk should be reported to the Anti-Phishing Working Group³³

Reviewing online safety

Technology, and risks and harms related to it, evolve, and change rapidly. The schools carries out an annual review of our approach to online safety using the online safety self-review tool 'LGfL online safety audit'³⁴ which includes a risk assessment that considers and reflects the risks their children face.

35. Online Education

- Students will be taught safeguarding, including online safety, and other relevant issues through Relationships Education and Relationships and Sex Education and the school Personal Development Curriculum (PDC).

36. Opportunities to teach safeguarding

As part of the schools broad and balanced curriculum provision, the school teaches safeguarding via the PDC and pastoral programme (form time activities).

The following resources provide information to support the teaching of safeguarding issues:

- Teaching about relationships sex and health³⁵
- DfE advice for schools: teaching online safety in schools³⁶
- UK Council for Internet Safety (UKCIS) guidance: Education for a connected world³⁷
- UKCIS guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people³⁸;
- The UKCIS external visitors guidance will help schools to ensure the maximum impact of any online safety sessions delivered by external visitors³⁹
- National Crime Agency's CEOP education programme: Thinkuknow⁴⁰
- Public Health England: Rise Above⁴¹
- Harmful online challenges and online hoaxes⁴² - this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers

³³ <https://apwg.org/>

³⁴ <https://national.lgfl.net/digisafe/linesafetyaudit>

³⁵ <https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health>

³⁶ <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

³⁷ <https://www.gov.uk/government/publications/education-for-a-connected-world>

³⁸ <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

³⁹ <https://www.gov.uk/government/publications/using-external-visitors-to-support-online-safety-education-guidance-for-educational-settings>

⁴⁰ <https://www.thinkuknow.co.uk/>

⁴¹ <https://riseabove.org.uk/>

⁴² <https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes>

and where to get help and support.

37. E-Security

The E-Security policy outlines features of E-Security (usernames and passwords; safe removal of data from the school in order that staff can access sensitive and other data from home and how to store data securely on the school network).

Staff, students and governors sign an Acceptable Use Agreement form relating to the E-Security policy. The Headteacher is the Senior Information Risk Officer (SIRO). Staff know to immediately report any incidents where data protection may have been compromised, such as when passwords for sensitive systems or devices are lost or stolen, so that relevant action(s) can be taken. They report these incidents to the ICT Manager and/or the Headteacher.

38. Appropriate filtering and monitoring on school devices and school networks

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, the governing body will do all that they reasonably can to limit children's exposure to the above risks from the school's IT system. As part of this process, the governing body and SLT will ensure that the school has appropriate filtering and monitoring systems in place and regularly review their effectiveness. The leadership team and relevant staff will have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. The governing body and SLT will consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

The appropriateness of any filtering and monitoring system will be informed in part, by the risk assessment required by the Prevent Duty.

The Department for Education has published filtering and monitoring standards which set out that schools and colleges should:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet their safeguarding needs
- the school can use the department's '[plan technology for your school service](#)' to self-assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them.

The governing body and SLT will review the standards and discuss with IT staff and service providers what more needs to be done to support schools and colleges in meeting this standard.

Additional guidance on filtering and monitoring can be found at: UK Safer Internet Centre: "appropriate" filtering and monitoring. <https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff/appropriate-filtering-and-monitoring>. South West Grid for

Learning (swgfl.org.uk) have created a tool to check whether a school or college's filtering provider is signed up to relevant lists (CSA content, Sexual Content, Terrorist content, Your Internet Connection Blocks Child Abuse & Terrorist Content).

The Department has released guidelines titled "[Generative AI: Product Safety Expectations](#)" to help schools use generative artificial intelligence safely. These guidelines explain how schools should implement filtering and monitoring systems to ensure the safe use of generative AI in educational settings.

Information security and access management

Education settings are directly responsible for ensuring they have the appropriate level of security protection procedures in place in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. Guidance on e-security is available from the National Education Network. In addition, schools and colleges should consider taking appropriate action to meet the [Cyber security standards for schools and colleges](#) which were developed to help them improve their resilience against cyber-attacks. Broader guidance on cyber security including considerations for governors and trustees can be found at [National Cyber Security Centre](#) – NCSC.

39. Mobile Phone and Electronic Device Policy:

The school 'Mobile Phone and Electronic Device Policy' outlines that pupils in Years 7-11 are not permitted to use their mobile phones between 8.35am and 3.10pm unless authorised by a member of staff (for emergency contact with parents or for educational purposes).

This is to manage the potential danger of pupils having unlimited and unrestricted access to the internet via 3G, 4G and 5G during the school day. Unrestricted access to a mobile phone or electronic device, whilst at school, could result in students have the means to sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content.

The schools has carefully considered how this is managed on our premises which is reflected in the mobile and smart technology policy.

40. Use of school for non-school activities:

Where governing bodies and/or the school hire or rent out school facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) governing bodies and/or the school ensure that appropriate arrangements are in place to keep children safe.

When services or activities are provided by the governing body, under the direct supervision or management of their school staff, the school arrangements for child protection will apply.

However, where services or activities are provided separately by another body, the governing body and/or the school will seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll. The governing body will ensure that safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

APPENDIX 1:

Signs of Child Abuse and Neglect

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities including non-contact activities.

Key features

There are few physical signs, more likely to be emotional and behavioural factors.

- Aggression
- Withdrawn
- Self harming, including eating disorders
- Drawings of sexually explicit behaviours
- Promiscuity/ precociousness
- Inappropriate sexualised conduct
- Sexually explicit behaviour
- Reluctance to remove clothing for swimming or PE

Sexual abuse can be very difficult to recognise and reporting sexual abuse can be an extremely traumatic experience for a child. Whilst the media often focuses on 'stranger danger', studies indicate that between 80 and 90% of cases involve a known adult.

The internet has increased the risk of non-contact sexual abuse and children must be alert to these dangers when online.



Neglect

Neglect is the failure to meet a child's physical and or psychological needs.

Key features

- Inadequate clothing for the child's size, weather or time of year
- Underweight for age
- Frequent school absences
- Poor health Emotionally needy
- Persistently dirty with a body odour

The statutory guidance for schools is set out in the following documents:

Working Together to Safeguard Children (2013)

Keeping Children Safe in Education (2014)

High Risk Factors

- Families with complex needs
- Parental substance use
- Poor parental mental health
- Parents with learning difficulties
- Children with disabilities
- Families with past history of childhood abuse

Physical Abuse

Physical abuse involves any action that causes physical harm to a child including fabricating the symptoms of or deliberately inducing illnesses.

Key features

- Bruising of various ages
- Bite marks
- Burns and scalds
- Fractures in non-mobile children
- Injuries in unusual areas or with well-defined edges
- Old injuries or scars
- Refusal to discuss injuries
- Inconsistent explanations
- Talk of punishment which seems excessive
- Arms and legs kept covered
- Reluctance to remove clothing for swimming or PE
- The parents are uninterested or undisturbed by an accident or injury

Emotional abuse

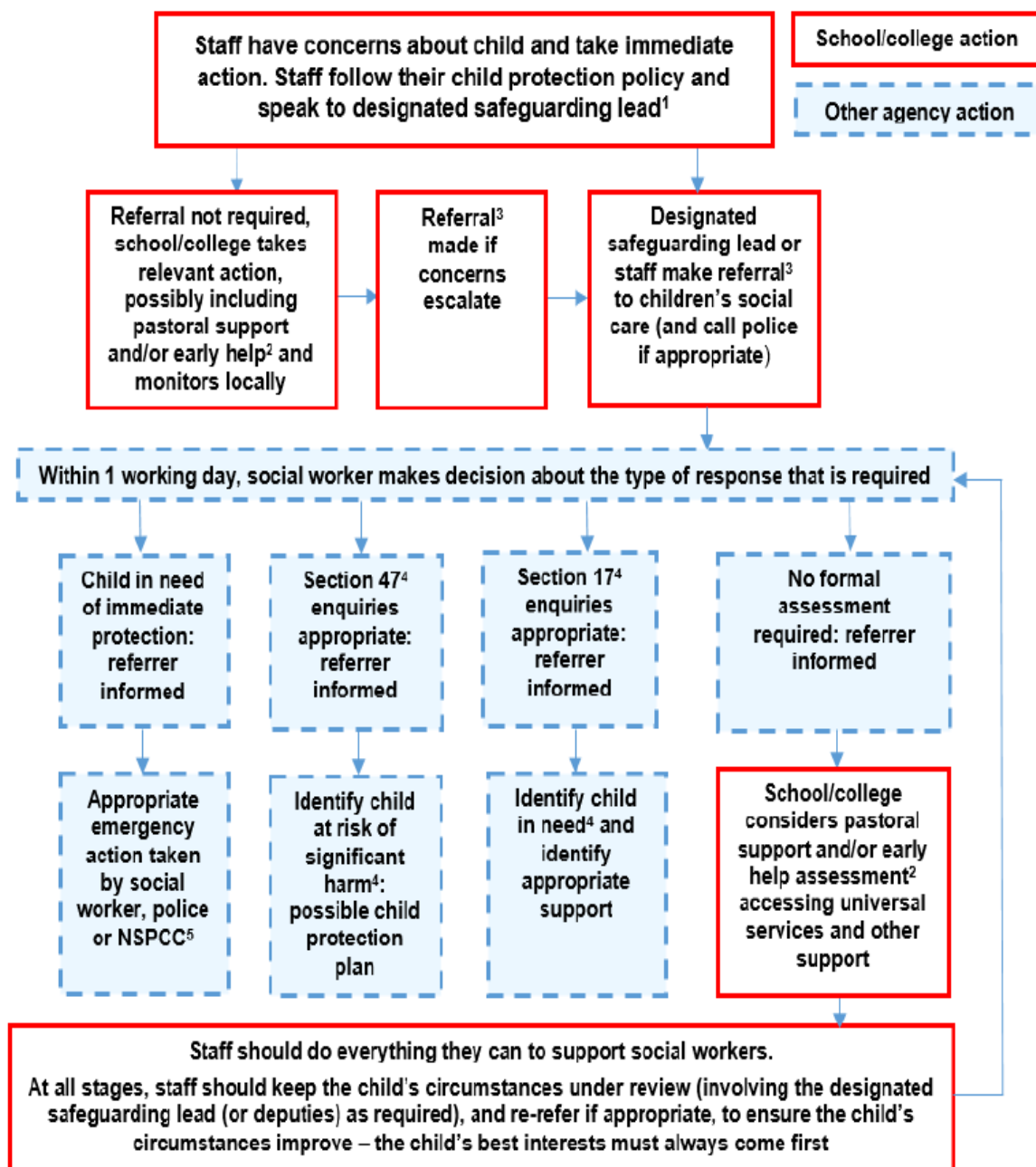
Emotional abuse is the persistent emotional maltreatment of a child.

Key features

- Development delay.
- Abnormal attachment to parent/ carer.
- Low self-esteem.
- Lack of confidence.
- Inappropriate emotional response

APPENDIX 2:

Actions where there are concerns about a child



APPENDIX 3:

The Latymer School

SAFEGUARDING/CHILD PROTECTION TEAM

Safeguarding officers:



Miss Oriana Cornejo Gutierrez
Deputy Designated Officer



Mr Pashley
Designated Safeguarding Lead



Mr Wakefield
Deputy Designated Officer



Mrs Baker



Mr Bowman



Mrs Brander



Miss Cobbett



Mrs Kalaora



Mr Ninkovic



Ms Perrin



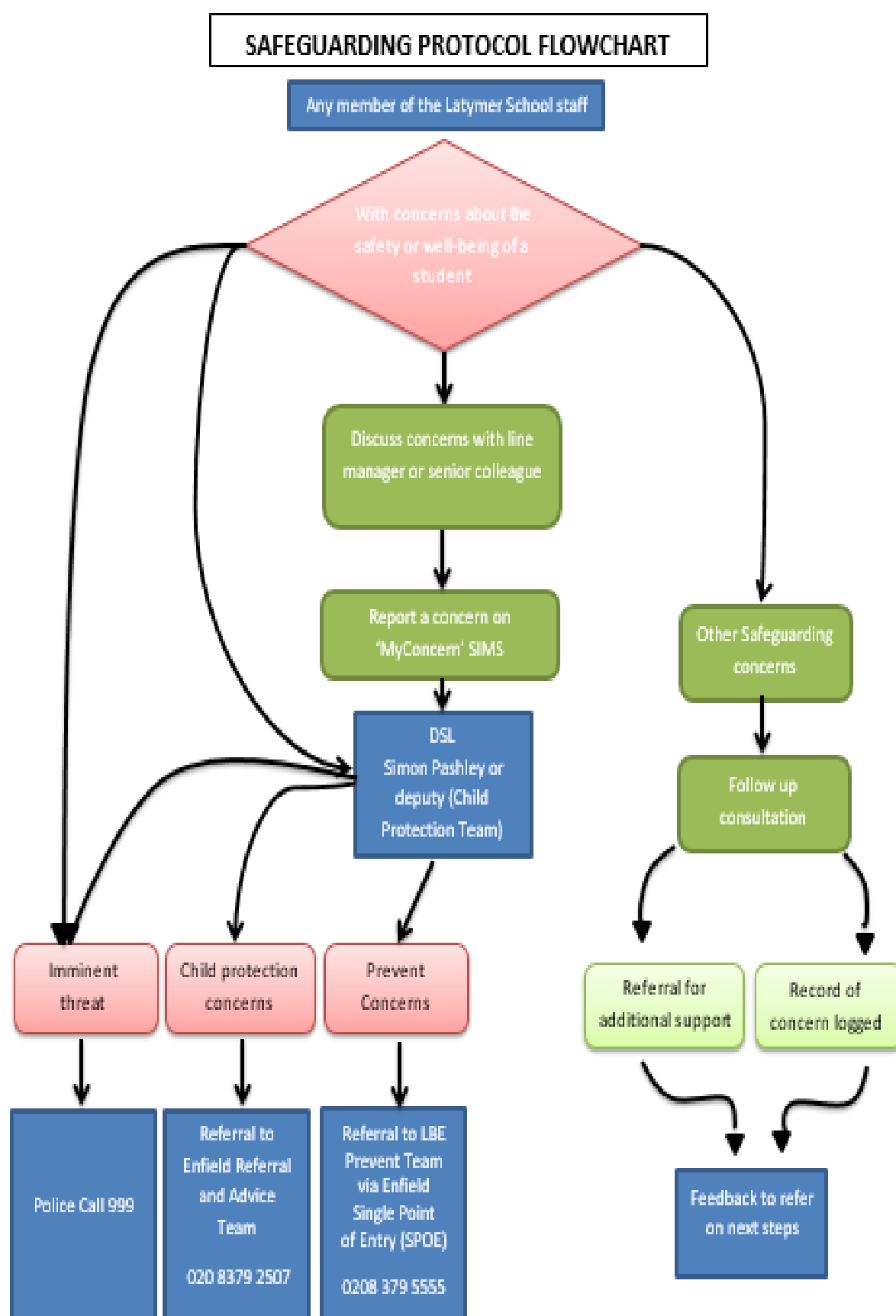
Mr Reader



Mr Savcenko

The above are the staff responsible for child protection/safeguarding issues.

APPENDIX 4:



APPENDIX 5:

Child Protection Protocol

Please read carefully the points below and be prepared in advance as students can raise child protection issues without warning.

1. Strike the balance between making them aware of your responsibility to inform others and not making the student uncomfortable about talking to you. Explain that you cannot promise confidentiality as you may have to inform other people and name them (designated CP staff). Explain that this is on a need to know basis; only a few people will know. However, you are here to listen and all your subsequent actions are taken to help and support them.
2. Ask open ended questions and give them time to answer by using pauses. Eg. How are things at home? What is bothering you? How are you feeling?
3. When you record a concern use the exact phrases used by the student and it should be based on clear factual observations and evidence. Avoid leading questions or putting words in their mouth.
4. Get the student to be as specific as possible and record this. Eg. If they say, "my Dad hit me". Ask them to describe the incident from the beginning. Get them to describe what they mean by being hit. Get them to demonstrate to distinguish between a slap, push, punch etc. Ask where they were hit? Did it cause bleeding and or leave a mark? Did somebody witness the incident? Has he hit another member of the family?
5. If there is an allegation of abuse record dates, times and the details as outlined above.
6. Assess if the student is in immediate danger if they were to go home. Ask if they feel ok about going home. If not ask why and immediately inform one of the designated child protection team;

Simon Pashley	Senior Assistant Head & DSL
Chris Wakefield	Deputy Head & Dep DSL
Oriana Cornejo Gutierrez	Assistant Head & Dep DSL
Michelle Baker	Head of Learning
Sam Bowman	Head of Learning
Gill Brander	SENCO & 6 th Form Well Being/Maths
Evie Cobbett	Head of Learning
Sigal Kalaora	Welfare Officer
Petar Ninkovic	Head of Learning
Darcie Perrin	Head of Learning
James Reader	Head of Learning
Andrius Savcenko	Head of Learning

7. The safeguarding team can be contacted via the email address safeguarding@latymer.co.uk
8. If they are not available contact the HOL or Asst HOL. If they are not available inform Deputy Head Curriculum (DHC) or Headteacher (HT). Always make sure a member of SLT has been informed/is involved. If you think that they are in danger do not allow them to go home.
9. If you are in a situation where you cannot contact either a member of the CP Team or a member of SLT and the child is in immediate danger or is at risk of harm you should contact Enfield Social Services (020 8379 5555) and/or the police immediately.

10. At the end of the meeting explain the next steps and organise a follow up meeting as soon as possible to report back on your actions.
11. **Report the concern on 'MyConcern' SIMS⁴³ urgently and email/speak to the designated safeguarding lead (Assistant Headteacher – Care, Guidance and Support) immediately to make them aware of the concern.**
12. The other relevant information could include the following; progress, behaviour, attendance, punctuality, SEN, emotional development, relationships, previous concerns, signs of vulnerability, family history, cultural considerations, FSM, basic care, appearance, housing issues, and siblings.
13. Always pass concerns on to the designated safeguarding lead and/or another member of the Child Protection Team.
14. If an allegation is made against a member of staff the Headteacher or the Designated Lead needs to be informed immediately.
15. If an allegation is made against the Headteacher the Clerk to The Chair of Governors Mary Pope – Campaign Office, near the library) needs to be informed immediately. She will contact the Chair of Governors.
16. The designated teacher for looked after children is the Assistant Headteacher – Care, Guidance and Support.

⁴³ APPENDIX 6: 'MyConcern' - SIMS

APPENDIX 6: 'MyConcern' – SIMS

MyConcern - Reporting a Concern (User Guide)

myconcern | Demonstration School | Trusted User | Sign Out

Report a Concern | My Concerns | Resources

Search

Report a Concern

Update a Concern

Your last login was on 19 August 2016 at 14:34

Welcome to MyConcern

MyConcern enables you to report any safeguarding concern and provides access to relevant guidance and local policies.

The Designated Safeguarding Leads for your school are: Mark Greening, Michael Glanville, Martin Baker, Alistair Telford, Sheri Powers, Tim Raynor, Darryl Morton.

It is the DSL's role to provide support to staff members to carry out their safeguarding duties.

If, at any point, there is a risk of immediate serious harm to a student, you must inform the DSL IMMEDIATELY.

The personal information contained within this system must be handled in accordance with the Data Protection Act 1998. It is your personal responsibility to keep all such information confidential and secure at all times.

- Click on 'Report a MyConcern'

1.1 Name(s) of Pupil(s)

Report a Concern

Name(s) of Pupil(s) | andrew

Start typing a name and PAUSE - then click on the relevant name(s) from the drop down list

- Andrew Abbot (13 Dec 2000)
- Andrew Barnard (14 Apr 1999)
- Andrew Bristol (16 Jan 2001)
- Andrew Cox (20 Mar 2001)

Concern Summary

Send Concern to

Concern Date/Time

Details of Concern

There is no need to repeat the Concern Summary.

Is this urgent? ☐ If YES, please check this box.

Action taken

Attachments

Please attach any relevant documents, images or other media.

Submit Concern

- Type a name into the text field - a drop-down list of pupil's names will appear
- Select the pupil linked to the concern
- Repeat if there is more than one pupil involved in the incident

1.2 Concern Summary

Report a Concern

Name(s) of Pupil(s) | andrew

- Andrew Barnard (14 Apr 1999)

Concern Summary | Andrew came into school with a nasty bruise on his arm

Briefly summarise the concern/incident, naming the pupil(s) involved (max 250 characters).

Send Concern to | Designated Safeguarding Lead(s) - Group

Concern Date/Time

Details of Concern

There is no need to repeat the Concern Summary.

Is this urgent? ☐ If YES, please check this box.

Action taken

Attachments

Please attach any relevant documents, images or other media.

Submit Concern

- Summarise the concern using only 1 line (helps compare concerns in the school and identify trends)

1.3 Send Concern To

Report a Concern

Name(s) of Pupil(s):

Concern Summary:

Send Concern to:

Concern Date/Time:

Details of Concern:

Is this urgent? ☐ If YES, please check this box.

Action taken:

Attachments: [Browse...](#)

[Submit Concern](#)

Please attach any relevant documents, images or other media.

Please select the DSL Group responsible for managing your safeguarding concerns - if you do not select a DSL Group your concern will be sent to the DSLs with overall safeguarding responsibilities

- Send concern to DSL (Assistant Headteacher – Care, Guidance and Support)

1.4 Concern Date and Time

Report a Concern

Name(s) of Pupil(s):

Concern Summary:

Send Concern to:

Concern Date/Time:

Details of Concern:

Is this urgent? ☐ If YES, please check this box.

Action taken:

Attachments: [Browse...](#)

[Submit Concern](#)

Please attach any relevant documents, images or other media.

Please enter the date/time when the concern/incident first came to your notice.

- Selects the time and date that the concern occurred from the pop-up calendar

1.5 Details of Concern

Report a Concern

Name(s) of Pupil(s):

Concern Summary:

Send Concern to:

Concern Date/Time:

Details of Concern:

Is this urgent? ☐ If YES, please check this box.

Action taken:

Attachments: [Browse...](#)

[Submit Concern](#)

Please attach any relevant documents, images or other media.

If required, you can add more detail about the concern/incident, giving dates and times and a child's actual words if relevant.

- As much relevant information as possible time and date of the incident and the actual words used by the pupil (if appropriate).
- No limit to the number of words that can be typed into this field

1.6 Action Taken

Action taken I have spoken to Andrew and have arranged to see the parents later this afternoon.

Please describe any action(s) you have taken, or plan to take, in relation to this concern.

Attachments Browse...

Please attach any relevant documents, images or other media.

Submit Concern

- Record any action already taken
- No limit to the text

1.7 Attachments & Submit

Attachments Browse...

Please attach any relevant documents, images or other media.

Submit Concern

- Documents/relevant materials (such as photographs, screenshots or other images) can be uploaded

1.8 Viewing a concern

Concern ID	Concern Summary	Class	Categories	Reported At	Associated People	Owning Group	Status
2015: 262	Sophie has been complaining of arguments and fights at home		Home Issues	29/9/15 17:11	Sophie Graves	DSLs	Closed
2016: 8224	It is suspected that Sophie has been self-harming recently		Self Harm	26/8/16 14:21	Sophie Graves	DSLs	Open
2016: 8324	Megan came into school very upset and with a bruise on her arm		Home Issues, Injury	7/10/16 10:03	Megan Davies, Sasha Davies, Benjamin Davies	DSLs	Open

- Click on 'My Concerns' tab to view all of the concerns that you have recorded

myconcern Demonstration School Trusted User Sign Out

Report a Concern **My Concerns** Resources

Concern Updates Files

Concern Number 2016: 8212

Reported By Trusted User at 19/8/16 14:12

Concern Summary Andrew came into school this morning with a nasty bruise on his arm

Concern Date/Time 18/8/16 15:00

Details of Concern Andrew said that he fell over at home last night and this has caused the injury to his arm. However, I am not happy with the explanation and think this may be non-accidental.

Action taken Have spoken to Andrew this morning about the incident last night and he has been seen by the school nurse. Have planned to speak with his parents later today.

Notified to Group Designated Safeguarding Leads

- Click on specific concern hyperlink to view an individual concern

APPENDIX 7: Safer recruitment

i. Recruitment and selection process

It is vital that as part of their whole school approach to safeguarding governing bodies and proprietors create a culture that safeguards and promotes the welfare of children in their school or college. As part of this culture, it is important that they adopt robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in schools and colleges.

Governing bodies and proprietors should ensure that those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training, the substance of which should at a minimum cover the content of this part (Part three) of 'Keeping Children Safe in Education (2025)'.

The School Staffing (England) Regulations 2009⁴⁴ and the Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007⁴⁵ require governing bodies of maintained schools and management committees of pupil referral units (PRUs) to ensure that at least one of the persons who conducts an interview has completed safer recruitment training. Governing bodies of maintained schools and management committees of PRUs may choose appropriate training and may take advice from the safeguarding partners in doing so.

Advert

Schools and colleges should think about including the following information when defining the role (through the job or role description and person specification):

- the skills, abilities, experience, attitude, and behaviours required for the post, and
- the safeguarding requirements, i.e. to what extent will the role involve contact with children and will they be engaging in regulated activity relevant to children. See page 61 for further information about regulated activity.

The advert should include:

- the school's commitment to safeguarding and promoting the welfare of children and make clear that safeguarding checks will be undertaken
- the safeguarding responsibilities of the post as per the job description and personal specification, and
- whether the post is exempt from the Rehabilitation of Offenders Act (ROA) 1974. The amendments to the ROA 1974 (Exceptions Order 1975, (amended 2013 and 2020)) provide that when applying for certain jobs and activities, certain spent convictions and cautions are 'protected', so they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. The MOJ's guidance on the Rehabilitation of Offenders Act 1974 and the Exceptions Order 1975, provides information about which

⁴⁴ The School Staffing (England) Regulations 2009 (legislation.gov.uk) regulation 9.

⁴⁵ The Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007 (legislation.gov.uk)

convictions must be declared during job applications and related exceptions and further information about filtering offences can be found in the DBS filtering guide.

Application forms

Where a role involves engaging in regulated activity relevant to children, schools and colleges should include a statement in the application form or elsewhere in the information provided to applicants that it is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children⁴⁶.

Schools should also provide a copy of the school's child protection policy and practices and policy on employment of ex-offenders in the application pack or refer to a link on its website.

Schools should require applicants to provide:

- personal details, current and former names, current address and national insurance number
- details of their present (or last) employment and reason for leaving
- full employment history, (since leaving school, including education, employment and voluntary work) including reasons for any gaps in employment
- qualifications, the awarding body and date of award
- details of referees/references (see below for further information), and
- a statement of the personal qualities and experience that the applicant believes are relevant to their suitability for the post advertised and how they meet the person specification.

Schools and colleges should only accept copies of a curriculum vitae alongside an application form. A curriculum vitae on its own will not provide adequate information.

Shortlisting

Shortlisted candidates should be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children. Self-declaration is subject to Ministry of Justice guidance on the disclosure of criminal records, further information can be found on GOV.UK

For example:

- if they have a criminal history
- if they are included on the children's barred list
- if they are prohibited from teaching
- if they are prohibited from taking part in the management of an independent school
- information about any criminal offences committed in any country in line with the law as applicable in England and Wales, not the law in their country of origin or where they were convicted
- if they are known to the police and children's local authority social care
- if they have been disqualified from providing childcare and,

⁴⁶ Section 7(1)(a) of the SVGA 2006 (Legislation.gov.uk).

- any relevant overseas information.

This information should only be requested from applicants who have been shortlisted. The information should not be requested in the application form to decide who should be shortlisted.

Applicants should be asked to sign a declaration confirming the information they have provided is true. Where there is an electronic signature, the shortlisted candidate should physically sign a hard copy of the application at point of interview.

The purpose of a self-declaration is so that candidates will have the opportunity to share relevant information and allow this to be discussed and considered at interview before the DBS certificate is received.

Schools should:

- ensure that at least two people carry out the shortlisting exercise (it is recommended that those who shortlist carry out the interview for a consistent approach)
- consider any inconsistencies and look for gaps in employment and reasons given for them, and,
- explore all potential concerns.

In addition, as part of the shortlisting process schools should consider carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview. Schools and colleges should inform shortlisted candidates that online searches may be done as part of due diligence checks.

Employment history and references

The purpose of seeking references is to allow employers to obtain factual information to support appointment decisions. Schools should obtain references before interview, where possible, this allows any concerns raised to be explored further with the referee and taken up with the candidate at interview.

Schools should:

- not accept open references e.g. to whom it may concern
- not rely on applicants to obtain their reference
- ensure any references are from the candidate's current employer and have been completed by a senior person with appropriate authority (if the referee is school or college based, the reference should be confirmed by the headteacher/principal as accurate in respect of any disciplinary investigations)
- obtain verification of the individual's most recent relevant period of employment where the applicant is not currently employed
- secure a reference from the relevant employer from the last time the applicant worked with children (if not currently working with children), if the applicant has
- never worked with children, then ensure a reference from their current employer

- always verify any information with the person who provided the reference
- ensure electronic references originate from a legitimate source
- contact referees to clarify content where information is vague or insufficient information is provided
- compare the information on the application form with that in the reference and take up any discrepancies with the candidate
- establish the reason for the candidate leaving their current or most recent post, and,
- ensure any concerns are resolved satisfactorily before appointment is confirmed.

When asked to provide references, schools should ensure the information confirms whether they are satisfied with the applicant's suitability to work with children and provide the facts (not opinions) of any substantiated safeguarding concerns/allegations that meet the harm threshold. They should not include information about concerns/allegations which are unsubstantiated, unfounded, false, or malicious. Further guidance on references, including on the position regarding low-level concerns, is set out in Part four. References are an important part of the recruitment process and should be provided in a timely manner and not hold up proceedings. Any repeated concerns or allegations which do not meet the harm threshold which have all been found to be false, unfounded, unsubstantiated or malicious should not be included in any reference.

Selection

Schools should use a range of selection techniques to identify the most suitable person for the post. Those interviewing should agree structured questions.

These should include:

- finding out what attracted the candidate to the post being applied for and their motivation for working with children
- exploring their skills and asking for examples of experience of working with children which are relevant to the role, and,
- probing any gaps in employment or where the candidate has changed employment or location frequently, asking about the reasons for this.

The interviews should be used to explore potential areas of concern and to determine the applicant's suitability to work with children. Areas that may be concerning and lead to further probing include:

- implication that adults and children are equal
- lack of recognition and/or understanding of the vulnerability of children
- inappropriate idealisation of children
- inadequate understanding of appropriate boundaries between adults and children, and,
- indicators of negative safeguarding behaviours.

Any information about past disciplinary action or substantiated allegations should be considered in the circumstances of the individual case.

Students should be involved in the recruitment process in a meaningful way. Observing short listed candidates and appropriately supervised interaction with students is common and recognised as good practice.

All information considered in decision making should be clearly recorded along with decisions made.

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

The Education and Training (Welfare of Children) Act 2021 extended safeguarding provisions to providers of post 16 Education: 16-19 Academies, Special Post-16 institutions and Independent Training Providers. Some safer recruitment regulations do not apply to these providers and as such some of the “musts” for colleges do not apply to them. These checks are an essential part of safeguarding, carried out to help employers check the suitability of candidates. Therefore, the providers set out above should carry out these pre-appointment checks. This has been made clear via footnotes.

All offers of appointment should be conditional until satisfactory completion of the mandatory pre-employment checks. All schools must:

- verify a candidate’s identity, it is important to be sure that the person is who they claim to be, this includes being aware of the potential for individuals changing their name. Best practice is checking the name on their birth certificate, where this is available. Further identification checking guidelines can be found on the GOV.UK website⁴⁷
- obtain (via the applicant) an enhanced DBS check (including children’s barred list information, for those who will be engaging in regulated activity with children)^{48,49,50,51}.
- Note that when using the DBS update service, you still need to obtain the original physical certificate⁵²
- obtain a separate children’s barred list check if an individual will start work in regulated activity with children before the DBS certificate is available

⁴⁷ 16-19 Academies, Special Post-16 institutions and Independent Training Providers should verify the candidate’s identity.

⁴⁸ 16-19 Academies, Special Post-16 institutions and Independent Training Providers must carry out a DBS check with barred list information as per their funding agreement.

⁴⁹ Where the individual will be or is engaging in regulated activity, schools will need to ensure that they confirm on the DBS application that they have the right to barred list information.

⁵⁰ Regulations 12 and 24 of The School Staffing (England) Regulations 2009 for maintained schools also apply to the management committee of pupil referral units through the Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007. Part 4 of the Schedule to The Education (Independent School Standards) Regulations 2014 applies to independent schools, including free schools and academies. The Schedule to The Non-Maintained Special Schools (England) Regulations 2015 applies to non-maintained special schools.

⁵¹ Regulation 5 of The Further Education (Providers of Education) (England) Regulations 2006 applies to further education institutions. Further Education providers should also note Regulation 10 of the Further Education (Providers of Education) (England) Regulations 2006, which requires that members of staff (other than agency staff) who move from positions not involving the provision of education into a position involving the provision of education are to be treated as new staff members.

⁵² See the status checking section of the DBS update service employer guide

- verify the candidate's mental and physical fitness to carry out their work responsibilities⁵³. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role⁵⁴
- verify the person's right to work in the UK, including EU nationals. If there is uncertainty about whether an individual needs permission to work in the UK, then schools should follow advice on the GOV.UK website
- if the person has lived or worked outside the UK, make any further checks the school or college consider appropriate and,
- verify professional qualifications, as appropriate. The Teaching Regulation Agency's (TRA) Employer Access Service should be used to verify any award of qualified teacher status (QTS), and the completion of teacher induction or probation.

In addition:

- all schools must ensure that an applicant to be employed to carry out teaching work⁵⁵ is not subject to a prohibition order issued by the Secretary of State for prohibition checks or any sanction or restriction imposed (that remains current) by the GTCE before its abolition in March 2012

Applicant moving from previous post

There is no requirement for a school to obtain an enhanced DBS certificate or carry out checks for events that may have occurred outside the UK if, during a period which ended not more than three months before the person's appointment, the applicant has worked, in a school in England, in a post:

- which brought the person regularly into contact with children, or
- to which the person was appointed on or after 12th May 2006 and which did not bring the person regularly into contact with children or young persons, or
- in another institution within the further education sector in England, or in a 16-19 academy, in a post which involved the provision of education which brought the person regularly into contact with children or young persons.

Whilst there is no requirement to carry out an enhanced DBS check in the circumstances described above, schools should carefully consider if it would be appropriate to request one, to ensure they have up to date information. Schools must still carry out all other relevant pre-appointment checks, including where the individual is engaging in regulated activity with children and a separate children's barred list check.

⁵³ Education (Health Standards) (England) Regulations 2003

⁵⁴ See legislation.gov.uk Section 60 of the Equality Act 2010.

⁵⁵ The Teachers' Disciplinary (England) Regulations 2012 define teaching work as: planned and preparing lessons and courses for pupils; delivering lessons to pupils; assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils.

Regulated activity

- A person will be engaging in regulated activity with children 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
- will be working on a regular basis in a specified establishment, such as a school, or in connection with the purposes of the establishment, where the work gives opportunity for contact with children, or
- engage in intimate or personal care or healthcare or any overnight activity, even if this happens only once.

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.

HM Government has produced Factual note on regulated activity in relation to children: scope.

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 physical, emotional or educational 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.

Work under (a) or (b) is regulated activity only if done regularly⁵⁶. Some activities are always regulated activities, regardless of frequency or whether they are supervised or not. This includes:

- 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 with eating and drinking for reasons of illness or disability or in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability⁵⁷
 - health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.

⁵⁶ The Safeguarding Vulnerable Groups Act 2006 provides that the type of work referred to at (a) or (b) will be regulated activity if "it is carried out frequently by the same person" or if "the period condition is satisfied". Paragraph 10 of Schedule 4 to this Act says the period condition is satisfied if the person carrying out the activity does so at any time on more than three days in any period of 30 days and, for the purposes of the work referred to at (a), apart from driving vehicle only for children, it is also satisfied if it is done at any time between 2am and 6am and it gives the person the opportunity to have face to face contact with children.

⁵⁷ It is not intended that personal care includes such activities as, for example, parent volunteers helping with costumes for school plays or helping a child lace up football boots.

Regulated activity will not be:

- paid work in specified places which is occasional and temporary and does not involve teaching, training; and
- supervised activity which is paid in non-specified settings such as youth clubs, sports clubs etc.

Types of DBS checks

These are the types of checks available.

- Basic DBS check – this provides details of convictions and conditional cautions considered to be ‘unspent’ under the terms of the Rehabilitation of Offenders Act 1974.
- Standard DBS check –this provides information about convictions, cautions, reprimands and warnings held on the Police National Computer (PNC), regardless or not of whether they are spent under the Rehabilitation of Offenders Act 1974. The law allows for certain old and minor matters to be filtered out.
- Enhanced DBS check – this provides the same information about convictions, cautions, reprimands and warnings held on the Police National Computer (PNC) as a Standard DBS check, plus additional information held by the police such as interviews and allegations. Additional information will only be disclosed where a chief police officer reasonably believes it to be relevant and considers that it ought to be disclosed. The position being applied for/or activities being undertaken must be covered by an exempted question in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 and by provisions in the Police Act 1997 (Criminal Records) Regulations 2002⁵⁸.
- Enhanced DBS check with children’s barred list information – where people are working or seeking to work in regulated activity relating to children, this allows an additional check, to be made, about whether the person appears on the children’s barred list, along with a check of the Police National Computer records plus additional information held by the police as above. The position being applied for, or activities being undertaken, must be eligible for an enhanced DBS check as above and be for a purpose listed in the Police Act 1997 (Criminal Records) (No2) Regulations 2009 as qualifying for a barred list(s) check. In addition, this check can also include information as to whether an individual is subject to a section 128 direction.

⁵⁸ This legislation does not provide a list of job roles that are eligible for this check – such a list does not exist. Instead, The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 sets out the ‘exempted questions’ for which a Standard DBS check can be obtained. Similarly, The Police Act 1997 (Criminal Records) Regulations 2002 set out the purposes for which an Enhanced DBS check can be obtained, and The Police Act 1997 (Criminal Records) (No 2) Regulations 2009 list the circumstances in which an application for an Enhanced DBS check can also include suitability information relating to children (a children’s barred list check and confirmation as to whether an individual is subject to a s.128 direction). It is important to note that the Regulations can also remove roles, duties or activities through the removal of an exempted question or of a particular purpose. Any individual (including an applicant for a job which does not involve working with children) can be asked to apply for a Basic criminal record check. This will show only unspent convictions and cautions. Further details can be found on gov.uk.

Considering which type of check is required

Most staff in a school will be engaging in regulated activity relating to children, in which case an enhanced DBS check which includes children's barred list information, will be required.

For all other staff (e.g. contractors) who have an opportunity for regular contact with children who are not engaging in regulated activity, an enhanced DBS certificate, which does not include a barred list check, will be appropriate.

Barred list information must not be requested on any person who is not engaging in or seeking to engage in regulated activity.

The flowchart (Appendix 8) provides more information on the decision making process.

Where a DBS certificate is required, it must be obtained from the candidate before, or as soon as practicable after, the person's appointment, including when using the DBS update service.

Once the checks are complete, the DBS will send a DBS certificate to the applicant. The applicant must show the original paper DBS certificate to their potential employer before they take up post, or as soon as practicable afterwards. Schools will be able to compare any information disclosed on the certificate with any information shared by the applicant during the recruitment process. DBS guidance on how to check a DBS certificate can be found on GOV.UK.

Schools should assess cases fairly, on an individual basis. A decision not to appoint somebody because of their conviction(s) should be clearly documented, so if challenged the school or college can defend its decision, in line with its policy on the recruitment of ex-offenders.

When assessing any disclosure information on a DBS certificate, schools should take into consideration the explanation from the applicant, including for example:

- the seriousness of any offence and relevance to the post applied for
- how long ago the offence occurred
- whether it was a one-off incident or a history of incidents
- the circumstances around the incident, and,
- whether the individual accepted responsibility for their actions.

The school should also consider the incident in the context of the Teachers' standards and Teacher misconduct guidance, if the applicant is applying for a teaching post.

Where a school allows an individual to start work in regulated activity relating to children before the DBS certificate is available, it should ensure that the individual is appropriately supervised and that they carry out all other checks, including a separate children's barred list check 76.

Separate barred list checks must only be carried out in the following circumstances:

- for newly appointed staff who are engaging in regulated activity, pending the receipt of an Enhanced Certificate with Barred List information from the Disclosure and Barring Service (DBS) (and where all other relevant checks as per paragraph 232 have been carried out), or
- where an individual has worked in a post in a school or college that brought them into regular contact with children or young persons which ended not more than three months

prior to that person's appointment to the organisation (and where all other relevant checks have been carried out).

Prohibitions, Directions, Sanctions and Restrictions

Teacher Prohibition and Interim Prohibition Orders

Teacher prohibition and interim prohibition orders, issued by the Secretary of State under section 141B of the Education Act 2002, prevent individuals from undertaking teaching work as defined in the Teachers' Disciplinary (England) Regulations 2012. These apply to schools, sixth form colleges, 16–19 academies, relevant youth accommodation, and children's homes in England. Interim prohibition orders may be issued in the public interest while a case is under review. Governing bodies and proprietors must check that individuals are not subject to an interim prohibition order before appointment, as required by the School Staffing (England) Regulations 2009, the Non-Maintained Special Schools (England) Regulations 2015, and the Education (Independent School Standards) Regulations 2014.^{59 60}

Historic GTCE Sanctions

Some individuals remain subject to disciplinary sanctions imposed by the General Teaching Council for England (GTCE) prior to its abolition in 2012. These sanctions remain valid and must be checked via the "Check a teacher's record" service.⁶¹

Section 128 Direction

A Section 128 direction, made under section 128 of the Education and Skills Act 2008, prohibits or restricts unsuitable individuals from participating in the management of independent schools, academies, and free schools.⁶² This includes roles such as headteachers, principals, deputy/assistant headteachers, governors, and trustees. The direction also disqualifies individuals from serving as governors in maintained schools.⁶³ A Section 128 direction will be disclosed through an enhanced DBS check with children's barred list information if 'child workforce independent schools' is specified. Where this check is not applicable, a standalone Section 128 check must be completed via GOV.UK.

Checking Prohibitions, Directions, Sanctions and Restrictions

DfE 'Check a Teacher's Record' Service

Schools and colleges can use the Department for Education's (DfE) Check a teacher's record service to carry out checks for teacher prohibitions, Secretary of State directions (including Section 128), sanctions, restrictions, and the children's barred list. This free service requires a

⁵⁹ Prohibition orders are made by the Secretary of State under section 141B of the Education Act 2002.

⁶⁰ The Teachers' Disciplinary (England) Regulations 2012 apply to schools and sixth form colleges. Colleges must not employ individuals subject to a prohibition order to carry out teaching work, as per their Conditions of Funding from the Education and Skills Funding Agency.

⁶¹ GTCE sanctions can be checked via the "Check a teacher's record" service. See paragraphs 266–267 of the statutory guidance.

⁶² The Independent Educational Provision in England (Prohibition on Participation in Management) Regulations 2014. [Link to legislation](#)

⁶³ Individuals subject to a Section 128 direction are disqualified from holding or continuing to hold office as a governor of a maintained school.

DfE Sign-in account to access.

Teacher Status Checks

The service also allows schools to verify Qualified Teacher Status (QTS), completion of teacher induction or probation, and other teacher status checks. Guidance on how to obtain a DfE Sign-in account and use the service is available on GOV.UK.

Recording information

Single central record

Schools **must** maintain a single central record of pre-appointment checks, referred to in the Regulations⁶⁴ as “the register” and more commonly known as “the single central record”.

The single central record **must** cover the following people:

- **for schools, all** staff, including teacher trainees on salaried routes, agency and third-party supply staff, even if they work for one day.

The minimum information that **must** be recorded in respect of staff members (including teacher trainees on salaried routes) is set out below. For agency and third-party supply staff, schools **must** include whether written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, the date this confirmation was received and whether details of any enhanced DBS certificate have been provided in respect of the member of staff⁶⁵.

The single central record **must** indicate whether the following checks have been carried out or certificates obtained, and the date on which each check was completed or certificate obtained:

- an identity check, (identification checking guidelines can be found on the GOV.UK website)
- a standalone children’s barred list check⁶⁶
- an enhanced DBS check (with children’s barred list check) requested/certificate provided
- a prohibition from teaching check
- further checks on people who have lived or worked outside the UK
- a check of professional qualifications, where required, and,
- a check to establish the person’s right to work in the United Kingdom. In addition:

The details of an individual should be removed from the single central record once they no longer work at the school.

⁶⁴ Regulations 12(7) and 24(7) and Schedule 2 to the School Staffing (England) Regulations 2009 and the School Staffing (England) (Amendment) Regulations 2013 (applied to pupil referral units through the Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007);

⁶⁵ Independent schools and non-maintained special schools should also include the date on which any certificate was obtained.

⁶⁶ 16-19 Academies, Special Post-16 institutions and Independent Training Providers cannot carry out a separate barred list check and as such, in relation to regulated activity, must always obtain an enhanced DBS with barred list check where required.

Non statutory information

Schools are free to record any other information they deem relevant. For example:

- whether relevant staff have been informed of their duty to disclose relevant information under the childcare disqualification arrangements
- checks made on volunteers
- checks made on governors
- dates on which safeguarding and safer recruitment training was undertaken, and
- the name of the person who carried out each check.

The single central record can be kept in paper or electronic form.

Retention of documents

Copies of documents used to verify the successful candidate's identity, right to work and required qualifications should be kept in their personnel file.

Copies of DBS certificates and records of criminal information disclosed by the candidate are covered by UK GDPR/DPA 2018 Article 10. To help schools comply with the requirements of the Data Protection Act 2018, when a school chooses to retain a copy, there should be a valid reason for doing so and it should not be kept for longer than six months. When the information is destroyed a school may keep a record of the fact that vetting was carried out, the result and the recruitment decision taken if they choose to.

Schools do not have to keep copies of DBS certificates, in order to fulfil the duty of maintaining the single central record.

iii. Other checks that may be necessary for staff, volunteers and others, including the responsibilities on schools for children in other settings

Individuals who have lived or worked outside the UK

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

These checks could include, where available:

- criminal records checks for overseas applicants - Home Office guidance can be found on [GOV.UK](https://www.gov.uk); and for teaching positions
- obtaining a letter (via the applicant) from the professional regulating authority (this is often the Department/Ministry of Education but varies across the world) in the country (or

countries) in which the applicant has worked confirming that they have not imposed any sanctions or restrictions, and or that they are aware of any reason why they may be unsuitable to teach. Applicants can find contact details of regulatory bodies in the EU/EEA and Switzerland on the [Regulated Professions database](#). Whilst the safeguarding and qualified teacher status (QTS) processes are different it is likely that this information will be obtained from the same place, therefore applicants can also contact the [UK Centre for Professional Qualifications](#) who will signpost them to the appropriate EEA regulatory body.

Where available, such evidence can be considered together with information obtained through other pre-appointment checks to help assess their suitability.

Where this information is not available schools should seek alternative methods of checking suitability and or undertake a risk assessment that supports informed decision making on whether to proceed with the appointment.

Although sanctions and restrictions imposed by another regulating authority do not prevent a person from taking up teaching positions in England, schools should consider the circumstances that led to the restriction or sanction being imposed when considering a candidate's suitability for employment.

Not all countries provide criminal record information, and where they do, the nature and detail of the information provided varies from country to country. Schools should also be mindful that the criteria for disclosing offences in other countries often have a different threshold than those in the UK. The Home Office provides guidance on criminal records checks for overseas applicants which can be found on [GOV.UK](#).

Some overseas qualified teachers can apply to the TRA for the award of qualified teacher status (QTS) in England. More information about this is available [here](#). It is important to note that holding a teaching qualification (wherever it was obtained) does not provide suitable assurances for safeguarding purposes that an individual has not been found guilty of any wrongdoing or misconduct, and or is suitable to work with children.

Agency and third-party staff (supply staff)

Schools must obtain written notification from any agency, or third-party organisation, that they have carried out the same checks as the school would otherwise perform on any individual who will be working at the school (or who will be providing education on the school's behalf, including through online delivery). In respect of the enhanced DBS check, schools must ensure that written notification confirms the certificate has been obtained by either the employment business or another such business.

Where the agency or organisation has obtained an enhanced DBS certificate before the person is due to begin work at the school, which has disclosed any matter or information, or any information was provided to the employment business, the school must obtain a copy of the certificate from the agency.

Where the position requires a children's barred list check, this must be obtained by the agency or third party by obtaining an enhanced DBS certificate with children's barred list information, prior to appointing the individual.

The school should also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

Where schools use contractors to provide services, they should set out their safeguarding requirements in the contract between the organisation and the school.

Schools should ensure that any contractor, or any employee of the contractor, who is to work at the school, has been subject to the appropriate level of DBS check. Contractors engaging in regulated activity relating to children will require an enhanced DBS check (including children's barred list information).

For all other contractors who are not engaging in regulated activity relating to children, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including children's barred list information) will be required. In considering whether the contact is regular, it is irrelevant whether the contractor works on a single site or across several sites. In cases where the contractor does not have opportunity for regular contact with children, schools should decide on whether a basic DBS disclosure would be appropriate.

Under no circumstances should a contractor on whom no checks have been obtained be allowed to work unsupervised or engage in regulated activity relating to children. Schools are responsible for determining the appropriate level of supervision depending on the circumstances.

If an individual working at a school is self-employed, the school should consider obtaining the DBS check, as self-employed people are not able to make an application directly to the DBS on their own account.

Schools should always check the identity of contractors on arrival at the school.

Trainee/student teachers

Where applicants for initial teacher training are salaried by the school, the school must ensure that all necessary checks are carried out. If these trainee teachers are engaging in regulated activity relating to children (which in most cases by the nature of the work, they will be), an enhanced DBS check (including children's barred list information) must be obtained.

Where trainee teachers are fee-funded, it is the responsibility of the initial teacher training provider to carry out the necessary checks. Schools should obtain written confirmation from the provider that it has carried out all pre-appointment checks that the school would otherwise be required to perform, and that the trainee has been judged by the provider to be suitable to work with children.

There is no requirement for the school to record details of fee-funded trainees on the single central record. However, schools may wish to record this information under non statutory information.

Visitors

Schools have different types of visitors, those with a professional role i.e. educational psychologists, social workers etc. those connected with the building, grounds maintenance, children's relatives or other visitors attending an activity in school such as a sports day.

Schools should not request DBS checks or barred list checks, or ask to see existing DBS certificates, for visitors such as children's relatives or other visitors attending a sports day.

Headteachers and principals should use their professional judgement about the need to escort or supervise such visitors.

For visitors who are there in a professional capacity schools should check ID and be assured that the visitor has had the appropriate DBS check (or the visitor's employers have confirmed that their staff have appropriate checks. Schools should not ask to see the certificate in these circumstances).

Whilst external organisations can provide a varied and useful range of information, resources and speakers that can help schools enrich children's education, careful consideration should be given to the suitability of any external organisations.

School safeguarding policies should set out the arrangements for individuals coming onto their premises, which may include an assessment of the education value, the age appropriateness of what is going to be delivered and whether relevant checks will be required.

Volunteers

Under no circumstances should a volunteer on whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

Whilst volunteers play an important role and are often seen by children as being safe and trustworthy adults, the nature of voluntary roles varies, so schools should undertake a written risk assessment and use their professional judgement and experience when deciding what checks, if any, are required.

The risk assessment should consider:

- the nature of the work with children, especially if it will constitute regulated activity, including the level of supervision
- what the establishment knows 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 their suitability, and
- whether the role is eligible for a DBS check, and if it is, the level of the check, for volunteer roles that are not in regulated activity.

Details of the risk assessment should be recorded⁶⁷.

⁶⁷ Schools are free to determine where to store this information.

When should a DBS with barred list be obtained for volunteers⁶⁸?

Schools should obtain an enhanced DBS check (which should include children's barred list information) for all volunteers who are new to working in regulated activity with children, i.e. where they are unsupervised and teach or look after children regularly or provide personal care on a one-off basis in schools. Employers are not legally permitted to request barred list information on a supervised volunteer, as they are not considered to be engaging in regulated activity.

Supervision of volunteers

It is for schools to determine whether a volunteer is considered to be supervised. Where an individual is supervised, to help determine the appropriate level of supervision, all schools must have regard to the statutory guidance issued by the Secretary of State.

For a person to be considered supervised, the supervision must be:

- by a person who is in regulated activity relating to children¹⁰⁴
- regular and day to day, and
- reasonable in all the circumstances to ensure the protection of children.

Existing volunteers

Volunteers do not have to be re-checked if they have already had a DBS check (which should include children's barred list information if engaging in regulated activity). However, if the school has any concerns, they should consider obtaining a new DBS check at the level appropriate to the volunteering role.

Maintained school governors

Governors in maintained schools are required to have an enhanced DBS check⁶⁹. It is the responsibility of the governing body to apply for the certificate for any governors who do not already have one.

Governance is not a regulated activity relating to children, so governors do not need a children's barred list check unless, in addition to their governance duties, they also engage in regulated activity.

Schools should also carry out a section 128 check for school governors, because a person prevented from participating in the management of an independent school by a section 128 direction, is also disqualified from being a governor of a maintained school. Using [GOV.UK](https://www.gov.uk), schools can check if a person they propose to recruit as a governor is barred as a result of being subject to a section 128 direction. There is no requirement for schools to record this information on the single central record, but they can if they chose to.

⁶⁸ The DBS does not charge for checks on volunteers. However, if schools use an external organisation to carry out the check, there may be an administration charge.

⁶⁹ The School Governance (Constitution) (England) Regulations 2012 were amended by the School Governance (Constitution and Federations) (England) (Amendment) Regulations 2016 to include this requirement.

Associate members are appointed by the governing body to serve on one or more governing body committees. The School Governance (Constitution and Federations) (England) (Amendment) Regulations 2016 which make enhanced DBS checks mandatory for maintained school governors do not apply to associate members, and so there is no requirement for them to be checked unless they also engage in regulated activity at their school.

Alternative provision

Safeguarding Responsibility

When a school places a pupil with an alternative provision provider, the school retains overall responsibility for the safeguarding of that pupil.

Safeguarding Checks and Communication

Schools must obtain written confirmation from the alternative provision provider that all appropriate safeguarding checks have been completed on individuals working at the establishment—equivalent to those the school would carry out for its own staff. This includes written assurance that the provider will notify the commissioning school of any changes that may affect pupil safety (e.g. staff changes), enabling the school to verify that safeguarding checks have been completed on any new staff.

Pupils in Alternative Provision (AP) often present with complex needs and may be at increased risk of harm. Governing bodies and proprietors must be aware of these additional vulnerabilities. Schools commissioning AP placements must obtain written confirmation that the provider has conducted appropriate safeguarding checks on all staff, equivalent to those required in schools. Providers must also notify the commissioning school of any changes that may impact pupil safety, such as staff changes. Schools must maintain accurate records of where pupils are during school hours, including the address of the AP and any subcontracted or satellite sites. Placements must be reviewed at least half-termly to ensure regular attendance, safety, and suitability. Any safeguarding concerns must trigger an immediate review and, if necessary, termination of the placement until concerns are resolved.

Adults who supervise children on work experience

Schools organising work experience placements should ensure that the placement provider has policies and procedures in place to protect children from harm.

Children's barred list checks via the DBS might be required on some people who supervise a child under the age of 16 on a work experience placement.

The school should consider the specific circumstances of the work experience. Consideration must be given in particular to the nature of the supervision and the frequency of the activity being supervised, to determine what, if any, checks are necessary.

These considerations would include whether the person providing the teaching/training/instruction/supervision to the child on work experience will be:

- unsupervised themselves, and
- providing the teaching/training/instruction frequently (more than three days in a 30- day period, or overnight).

If the person working with the child is unsupervised and the same person is in frequent contact with the child, the work is likely to be regulated activity relating to children. If so, the school could ask the employer providing the work experience to ensure that the person providing the instruction or training is not a barred person.

Schools are not able to request that an employer obtains an enhanced DBS check with children's barred list information for staff supervising children aged 16 to 17 on work experience⁷⁰.

If the activity undertaken by the child on work experience takes place in a 'specified place'⁷¹, such as a school or sixth form college, and gives the opportunity for contact with children, this may itself be considered to be regulated activity relating to children. In these cases, and where the child doing the work experience is 16 years of age or over, the work experience provider e.g. school or sixth form college should consider whether a DBS enhanced check should be requested for the child in question. DBS checks cannot be requested for children under the age of 16⁷².

Children staying with host families (homestay)

Schools quite often make arrangements for their children receiving education at their institution to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family to whom they are not related. This might happen, for example, as part of a foreign exchange visit or sports tour, often described as 'homestay' arrangements.

In some circumstances the arrangement where children stay with UK families could amount to "private fostering" under the Children Act 1989.

⁷⁰ The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 was amended by the Rehabilitation of Offenders Act 1974 (Exceptions) (Amendment) (England and Wales) Order 2012 so that employers may no longer request checks in these circumstances

⁷¹ See page 8 of DBS guidance: Regulated activity with children England which can be found at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/739154/Regulated_Activity_with_Children_in_England.pdf

⁷² Under the Police Act 1997, an individual must be 16 or over to be able to make an application for a DBS check.

Private fostering - LA notification when identified

Private fostering⁷³ occurs when a child under the age of 16 (under 18 for children with a disability) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home.

A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school and college staff through the normal course of their interaction, and promotion of learning activities, with children.

Where the arrangements come to the attention of the school (and the school is not involved in the arrangements), they should then notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child. Schools who are involved (whether or not directly) in arranging for a child to be fostered privately must notify local authorities of the arrangement as soon as possible after the arrangement has been made. Notifications must contain the information specified in Schedule 1 of The Children (Private Arrangements for Fostering) Regulations 2005 and must be made in writing.

iv. How to ensure the ongoing safeguarding of children and the legal reporting duties on employers

Good safeguarding requires a continuing commitment from governing bodies, proprietors, and all staff to ensure the safety and welfare of children is embedded in all of the organisation's processes and procedures, and consequentially enshrined in its ethos.

Ongoing vigilance for all staff

Governing bodies and proprietors should ensure they have processes in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour.

To support this, it is important that school and college leaders create the right culture and environment so that staff feel comfortable to discuss matters both within, and where it is appropriate, outside of the workplace (including online), which may have implications for the safeguarding of children. It is important that all staff understand the process and procedures to follow if they have a safeguarding concern about another staff member. This can assist employers to support staff, where there is a need, and help them manage children's safety and welfare, potentially providing them with information that will help them consider whether there are further measures or changes to procedures that need to be put in place to safeguard children in their care.

⁷³ Part 9 of the Children Act 1989 (legislation.gov.uk).

Existing staff

There are limited circumstances where schools will need to carry out new checks on existing staff. These are when:

- an individual working at the school moves from a post that was not regulated activity with children into work which is considered to be regulated activity with children. In such circumstances, the relevant checks for that regulated activity must be carried out
- there has been a break in service of 12 weeks or more, or
- there are concerns about an individual's suitability to work with children.

Duty to refer to the Disclosure and Barring Service

When an allegation is made, an investigation should be carried out to gather enough evidence to establish if it has foundation, and employers should ensure they have sufficient information to meet the referral duty criteria explained in the DBS referral guidance, which can be found on GOV.UK.

There is a legal requirement for schools to make a referral to the DBS where they remove an individual from regulated activity (or would have removed an individual had they not left), and they believe the individual has:

- engaged in relevant conduct in relation to children and/or adults, and/or
- satisfied the harm test in relation to children and/or vulnerable adults, and/or
- been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence.

The DBS will consider whether to bar the person. Detailed guidance on when to refer to the DBS.

Referrals should be made as soon as possible when an individual is removed from regulated activity. This could include when an individual is suspended, redeployed to work that is not regulated activity, dismissed or when they have resigned. It is important that as much relevant information is provided to the DBS as possible, as it relies on the quality of information provided by the school when considering the referral.

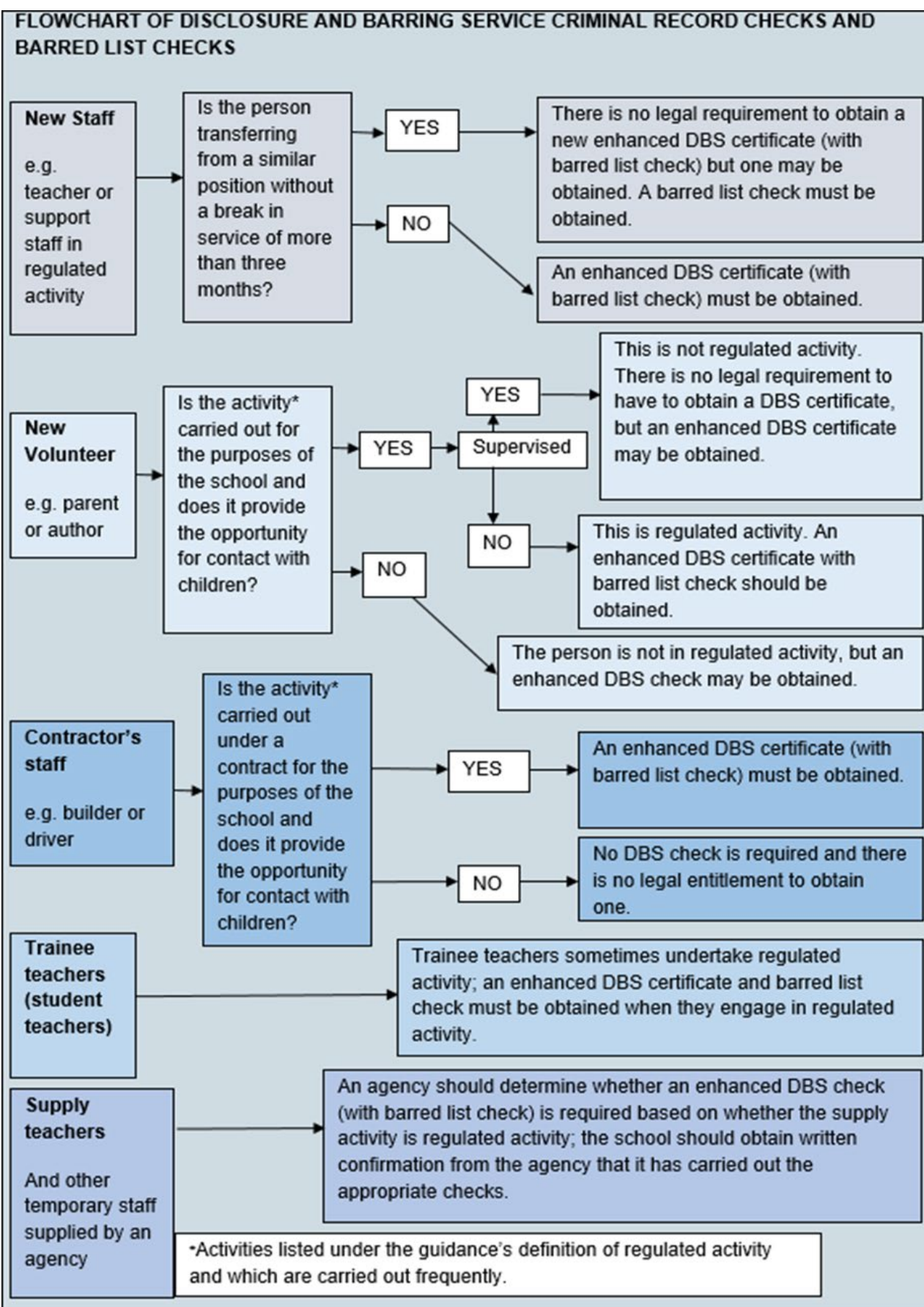
Duty to consider referral to the Teaching Regulation Agency

Where a school, sixth form college or 16-19 academy teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002.

The Secretary of State may investigate the case, and if there is a case to answer, must then decide whether to make a prohibition order in respect of the person⁷⁴.

⁷⁴ Sections 141D and 141E of the Education Act 2002 do not apply to colleges (other than sixth form colleges).

APPENDIX 8:



APPENDIX 9:

Models of Sexual Exploitation

Three models of sexual exploitation have been identified:

Inappropriate Relationship	Boyfriend	Organised Crime
• One abuser • Power and control • Physical, emotional, financial • Believe abuser is offering a genuine relationship • Often a significant age gap	• Initially, one abuser, grooming and gaining trust • Apparently consensual sexual relationship starts • Relationship becomes abusive • Victim threaten with violence and forced to engage in sexual activity with others • Growth in peer exploitation	• Involving criminal gangs trafficking victims around the UK and the world • Established networks across the UK move victims from location to location • Forced or coerced into sexual activity with multiple partners • Involves buying and selling of young people

Sexual exploitation affects both males and females, services working with sexually exploited young people suggest that around a third of victims are male.

There are a number of risk groups where such abuse is more likely:

- a history of running away or going missing
- homelessness
- those in care or care-leavers (especially residential care)
- young people with learning difficulties
- migrant children
- unaccompanied asylum-seeking children
- those disengaged from education
- young people involved in substance misuse
- young people in gangs
- poor mental health
- parental drug/alcohol misuse
- disrupted family life
- domestic violence
- history of physical or sexual abuse

APPENDIX 10:

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

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

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

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

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

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

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

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

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

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

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

Home Office guidance: Child sexual exploitation: guide for practitioners

APPENDIX 11:

FGM (Female Genital Mutilation)

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

FGM mandatory reporting duty for teachers

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

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

The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

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

APPENDIX 12:

Sexual violence and sexual harassment between children in schools and colleges

Context

Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

Staff should be aware of the importance of:

- making clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated
- it should never be passed off as “banter”, “just having a laugh”, “a part of growing up” or “boys being boys”. Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it
- recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported
- challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

Children who are victims of sexual violence and sexual harassment wherever it happens, may find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children⁷⁵ with special educational needs and disabilities (SEND) are also three times more likely to be abused than their peers.

What is sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school. When referring to sexual violence in this advice, we do so in the context of child-on-child sexual violence.

⁷⁵ Jones, L et al. (2012) Prevalence and risk of violence against children with disabilities: a systematic review and meta-analysis of observational studies. The Lancet July 2012.

When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003⁷⁶ 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. (NOTE - Schools and colleges should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault).

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

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom.

Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.⁷⁷

- a child under the age of 13 can never consent to any sexual activity
- the age of consent is 16⁷⁸
- sexual intercourse without consent is rape.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. 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,

⁷⁶ Sexual Offences Act 2003 (Legislation.gov.uk).

⁷⁷ PSHE Teaching about consent from the PSHE association provides advice and lesson plans to teach consent at Key stage 3 and 4.

⁷⁸ It is important to differentiate between consensual sexual activity between children of a similar age and that which involves any power imbalance, coercion or exploitation. Due to their additional training, the designated safeguarding lead (or deputy) should be involved and generally speaking leading the school or college response. If in any doubt, they should seek expert advice.

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 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).
- displaying pictures, photos or drawings of a sexual nature
- upskirting (this is a criminal offence⁷⁹), and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.⁸⁰

It may include:

- consensual and non-consensual sharing of nude and semi-nude images and/or videos⁸¹. Taking and sharing nude photographs of U18s is a criminal offence.
- UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people provides detailed advice for schools and colleges.
- sharing of unwanted explicit content
- sexualised online bullying
- unwanted sexual comments and messages, including, on social media
- sexual exploitation; coercion and threats, and
- coercing others into sharing images of themselves or performing acts they’re not comfortable with online.

It is important that schools consider sexual harassment in broad terms. Sexual harassment (as set out above) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Harmful sexual behaviour

Children’s sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is “harmful sexual behaviour” (HSB). The term has been widely adopted in child protection and is

⁷⁹ The Voyeurism (Offences) Act 2019 which amends the Sexual Offences Act 2003 to make upskirting a specific offence of voyeurism. The Act came into force on 12 April 2019.

⁸⁰ Project deSHAME from Childnet provides useful research, advice and resources regarding online sexual harassment.

⁸¹ Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive.

used in this advice. HSB can occur online and/or face-to-face and can also occur simultaneously between the two. HSB should be considered in a child protection context.

When considering HSB, both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

It is effective safeguarding practice for the designated safeguarding lead (and their deputies) to have a good understanding of HSB. This could form part of their safeguarding training. This will aid in planning preventative education, implementing preventative measures, drafting and implementing an effective child protection policy and incorporating the approach to sexual violence and sexual harassment into the whole school or college approach to safeguarding.

HSB can, in some cases, progress on a continuum⁸².

Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying HSB have often experienced their own abuse and trauma⁸³. It is important that they are offered appropriate support.

Preventing abuse

Effective safeguarding practice is demonstrated when schools are clear, in advance, about what local processes are in place and what support can be accessed when sexual violence or sexual harassment has occurred. It is important to prepare for this in advance and review this information on a regular basis to ensure it is up to date. As such:

- if required, the designated safeguarding lead (or a deputy) should discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues in order to prepare the school's or college's policies (especially the child protection policy) and responses, and
- the designated safeguarding lead (and their deputies) should be confident as to what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment and be confident as to how to access this support when required.

Responding to reports of sexual violence and sexual harassment

Systems should be in place (and they should be well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Pre-planning, effective training and effective policies will provide schools and colleges with the foundation for a calm, considered and appropriate response to any reports. Governing bodies and proprietors should ensure that the school or

⁸² NSPCC and Research in Practice harmful sexual behaviour framework discusses the continuum harmful behaviour can progress on (Hackett 2010 continuum model).

⁸³ Hackett et al 2013 study of children and young people with harmful sexual behaviour suggests that two-thirds had experienced some kind of abuse or trauma.

college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.

Any decisions are for the school to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as local authority children's social care and the police as required.

Support for schools and colleges

Schools should not feel that they are alone in dealing with sexual violence and sexual harassment.

Local authority children's social care and **the police** will be important partners where a crime might have been committed. Referrals to the police will often be a natural progression of making a referral to local authority children's social care. The designated safeguarding lead (or a deputy) should lead the school response and should be aware of the local process for referrals to children's social care and making referrals to the police. Schools and colleges may also find the following resources helpful:

- **National Crime Agency's CEOP Safety Centre:** The CEOP Safety Centre aims to keep children and young people safe from online sexual abuse. Online sexual abuse can be reported on their website and a report made to one of its Child Protection Advisors.
- **The NSPCC** provides a helpline for professionals at 0808 800 5000 and help@nspcc.org.uk. The helpline provides expert advice and support for school and college staff and will be especially useful for the designated safeguarding lead (and their deputies)
- Support from **specialist sexual violence sector organisations** such as [Rape Crisis](#) or [The Survivors Trust](#)
- **The Anti-Bullying Alliance** has developed guidance for schools about [Sexual and sexist bullying](#).

Online: Schools and colleges should recognise that sexual violence and sexual harassment occurring online (either in isolation or in connection with face-to-face incidents) can introduce a number of complex factors. Amongst other things, this can include widespread abuse or harm across a number of social media platforms that leads to repeat victimisation. Online concerns can be especially complicated and support is available from:

- **The UK Safer Internet Centre** provides an online safety helpline for professionals at 0344 381 4772 and helpline@saferinternet.org.uk. The helpline provides expert advice and support for school and college staff with regard to online safety issues
- **Internet Watch Foundation:** If the incident/report involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed by the [Internet Watch Foundation](#) (IWF)
- **Childline/IWF Report Remove** is a free tool that allows children to report nude or sexual images and/or videos of themselves that they think might have been shared online
- **UKCIS Sharing nudes and semi-nudes advice:** [Advice for education settings working with children and young people](#) on responding to reports of children sharing non-consensual nude and semi-nude images and/or videos (also known as sexting and youth produced sexual imagery). Please see footnote 8 for further information
- National Crime Agency's [CEOP Education Programme](#) provides information for the

children's workforce and parents and carers on protecting children and young people from online child sexual abuse.

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

The immediate response to a report

Responding to the report

It is important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of school staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. If staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.

The school's initial response to a report from a child is incredibly important. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.

It is essential that **all** victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

All staff should be trained to manage a report. Local policies (and training) will dictate exactly how reports should be managed.

Effective safeguarding practice includes:

- if possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy)
- careful management and handling of reports that include an online element. Including being aware of [searching screening and confiscation](#) advice (for schools) and [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#). **The key consideration is for staff not to view or forward illegal images of a child.** The highlighted advice provides more details on what to do when viewing an image is unavoidable. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection
- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or local authority children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to

- recognising that a child is likely to disclose to someone they trust: this could be **anyone** on the school staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child
- recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse
- keeping in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation
- listening carefully to the child, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was
- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. **Either way, it is essential a written record is made**
- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation; and
- informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

Considering confidentiality and anonymity

Staff taking a report should never promise confidentiality as it is very likely that it will be in the best interests of the victim to seek advice and guidance from others in order to provide support and engage appropriate agencies.

The school should only engage staff and agencies who are required to support the children involved and/or be involved in any investigation.

The victim may ask the school or college not to tell anyone about the sexual violence or sexual harassment. There are no easy or definitive answers when a victim makes this request. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies. For example, the public task basis may apply, where the overall purpose is to perform a public interest task or exercise official authority, and the task or authority has a clear basis in law.

Advice should be sought from the designated safeguarding lead (or a deputy), who should consider the following:

- parents or carers should normally be informed (unless this would put the victim at greater risk)
- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and
- rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of

referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.

Ultimately, the designated safeguarding lead (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and other children.

If the designated safeguarding lead (or a deputy) decide to go ahead and make a referral to local authority children's social care and/or a report to the police against the victim's wishes, this should be handled extremely carefully, the reasons should be explained to the victim and appropriate specialist support should be offered.

Information on confidentiality and information sharing:

Safeguarding Practitioners Information Sharing Advice and NSPCC: Information sharing and confidentiality for practitioners.

Anonymity

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, schools and colleges should be aware of anonymity, witness support, and the criminal process in general so they can offer support and act appropriately.

Relevant information can be found in:

CPS: Safeguarding Children as Victims and Witnesses.

Childnet's cyberbullying guidance

As a matter of effective safeguarding practice, schools should do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved.

Schools should also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

Risk assessment⁸⁴

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially their protection and support;
- whether there may have been other victims,
- the alleged perpetrator(s); and

⁸⁴ Appendix 13: Sexually Harmful Behaviours Risk Assessment

- all the other children, (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms, and
- The time and location of the incident, and any action required to make the location safer.

Risk assessments should be recorded (paper or electronic) and should be kept under review. At all times, the school should be actively considering the risks posed to all their pupils and students and put adequate measures in place to protect them and keep them safe.

The designated safeguarding lead (or a deputy) should ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The above school risk assessment is not intended to replace the detailed assessments of expert professionals. Any such professional assessments should be used to inform the school's approach to supporting and protecting their pupils and students and updating their own risk assessment.

Action following a report of sexual violence and/or sexual harassment

What to consider

Sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of '**it could happen here**'. Schools should be aware of, and respond appropriately to **all** reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's initial response.

Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's duty and responsibilities to protect other children
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed
- the ages of the children involved
- the developmental stages of the children involved
- any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- that sexual violence and sexual harassment can take place within intimate personal relationships between children
- importance of understanding intra familial harms and any necessary support for siblings following incidents

- are there ongoing risks to the victim, other children, adult students or school; and
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

As always when concerned about the welfare of a child, all staff should act in the best interests of the child. In all cases, schools should follow general safeguarding principles as set out throughout this guidance. **Immediate** consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted).

Children sharing a classroom: Initial considerations when the report is made

Any report of sexual violence is likely to be traumatic for the victim. 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.

However, reports of rape and assault by penetration are likely to be especially difficult with regard to the victim, and close proximity with the alleged perpetrator(s) is likely to be especially distressing. Whilst the school establishes the facts of the case and starts the process of liaising with children's social care and the police, the alleged perpetrator(s) should be removed from any classes they share with the victim. The school should also carefully consider how best to keep the victim and alleged perpetrator(s) a reasonable distance apart on school premises (including during any before or after school-based activities) and on transport to and from the school, where appropriate. These actions are in the best interests of all children involved and should not be perceived to be a judgment on the guilt of the alleged perpetrator(s).

For other reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator(s) and considerations regarding shared classes, sharing school premises and school transport, should be considered immediately.

In all cases, the initial report should be carefully evaluated, reflecting the considerations set out in this advice. The wishes of the victim, the nature of the allegations and the protection of all children in the school will be especially important when considering any immediate actions.

Options to manage the report

It is important that schools consider every report on a case-by-case basis. When to inform the alleged perpetrator(s) will be a decision that should be carefully considered. Where a report is going to be made to children's social care and/or the police, then, as a general rule, the school should speak to the relevant agency and discuss next steps and how the alleged perpetrator(s) will be informed of the allegations. However, as per general safeguarding principles, this does not and should not stop the school taking immediate action to safeguard their children, where required.

There are four likely scenarios for schools to consider when managing any reports of sexual violence and/or sexual harassment. It will be important in all scenarios that decisions and actions are regularly reviewed and that relevant policies are updated to reflect lessons learnt. It is particularly important to look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, the school should decide on a course of action. Consideration should be given to whether there are wider cultural issues within the school or that enabled the inappropriate behaviour to occur and

where appropriate extra teaching time and/or staff training could be delivered to minimise the risk of it happening again.

The four scenarios are:

1. Manage internally

- In some cases of sexual harassment, for example, one-off incidents, the school may take the view that the children concerned are not in need of early help or that referrals need to be made to statutory services and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour policy and by providing pastoral support
- Whatever the response, it should be underpinned by the principle that there is a **zero-tolerance** approach to sexual violence and sexual harassment, and it is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic)

2. Early help

- In line with managing internally, the school may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent HSB and may prevent escalation of sexual violence. It is particularly important that the designated safeguarding lead (and their deputies) know what the Early Help process is and how and where to access support
- More information on Early Help is set out in Part one of this guidance with full details of the early help process in Chapter one of Working Together to Safeguard Children.
- Multi-agency early help will work best when placed alongside strong school policies, preventative education and engagement with parents and carers
- Schools, as relevant agencies, should be part of discussions with statutory safeguarding partners to agree the levels for the different types of assessment and services to be commissioned and delivered, as part of the local arrangements. Safeguarding partners should publish a local threshold document which includes the process for the local early help assessment and the type and level of early help services to be provided, and DSLs (and their deputies) will need to familiarise themselves with this document
- Early help and the option to manage a report internally do not need to be mutually exclusive: a school could manage internally and seek early help for both the victim and perpetrator(s).
- Whatever the response, it should be under-pinned by the principle that all incidents of sexual violence and sexual harassment will be challenged and it is never acceptable and will not be tolerated
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

3. Referrals to children's social care

- Where a child has been harmed, is at risk of harm, or is in immediate danger, schools should make a referral to local children's social care
- At the point of referral to children's social care, schools will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care
- If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services
- Where statutory assessments are appropriate, the school (especially the designated safeguarding lead or a deputy) should be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator(s) and any other children that require support
- Schools should not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school or college. It will be important for the designated safeguarding lead (or a deputy) to work closely with children's social care (and other agencies as required) to ensure any actions the school takes do not jeopardise a statutory investigation. The risk assessment will help inform any decision. Consideration of safeguarding the victim, alleged perpetrator(s), any other children directly involved in the safeguarding report and all children at the school should be immediate
- In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The school or (generally led by the designated safeguarding lead or a deputy) should be prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the designated safeguarding lead (or a deputy) should consider other support mechanisms such as early help, specialist support and pastoral support
- Whatever the response, there is a zero- tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

Reporting to the Police

- Any report to the police will generally be in parallel with a referral to children's social care (as above).
- It is important that the designated safeguarding lead (and their deputies) are clear about the local process for referrals and follow that process.
- Where a report of rape, assault by penetration or sexual assault is made, the starting point is that this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator(s) is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.

The following advice may help schools decide when to engage the Police and what to expect of them when they do

When to call the police:

- Where a report has been made to the police, the school should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator(s) and their parents or carers. They should also discuss the best way to protect the victim and their anonymity
- At this stage, schools will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies
- All police forces in England have specialist units that investigate child abuse. The names and structures of these units are matters for local forces. It will be important that the designated safeguarding lead (and their deputies) are aware of their local arrangements
- In some cases, it may become clear very quickly that the police (for whatever reason) will not take further action. In such circumstances, it is important that the school continue to engage with specialist support for the victim and alleged perpetrator(s) as required
- Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator(s), it will be important for the designated safeguarding lead (or a deputy) to work closely with the police (and other agencies as required), to ensure any actions the school take do not jeopardise the police investigation
- If schools have questions about the investigation, they should ask the police. The police will help and support the school as much as they can (within the constraints of any legal restrictions)
- Whatever the response, it should be under-pinned by the principle there is a zero- tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated
- All concerns, discussions, decisions and reasons for decisions should be recorded(written or electronic).

Considering bail conditions

- The police will consider what action to take to manage the assessed risk of harm. This could involve the use of police bail with conditions, prior to a suspect appearing in court, or court bail with or without conditions after the first appearance
- Alternatively, the person suspected of an offence could be 'released under investigation' (RUI). People released under RUI can have no conditions attached to their release from custody and it is possible for a person on bail also to have no conditions
- Whatever arrangements are in place, the school will need to consider what additional measures may be necessary to manage any assessed risk of harm that may arise within their institution
- Particular regard should be given to: the additional stress and trauma that might be caused to a victim within the institution; the potential for the suspected person to intimidate the victim or a witness; the need to ensure that any risk management measures strike a balance between management of risk and the rights of an unconvicted person (e.g. rights to privacy, family life, etc)
- Careful liaison with the police investigators should help to develop a balanced set of arrangements

Managing any delays in the criminal process

- There may be delays in any case that is being progressed through the criminal justice system. Schools should not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator(s) and other children in the school. The risk assessment will help inform any decision
- Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator(s), it will be important for the designated safeguarding lead (or a deputy) to work closely with the police (and other agencies as required), to ensure any actions the school or college take do not jeopardise the police investigation.
- If schools or colleges have questions about the investigation, they should ask the police. The police will help and support the school or college as much as they can (within the constraints of any legal restrictions).

The end of the criminal process

- If a child is convicted or receives a caution for a sexual offence, the school should update its risk assessment, ensure relevant protections are in place for all the children at the school and, if it has not already, consider any suitable action in line with their behaviour policy. This process should include a view of the necessary actions to keep all parties safe and meet their needs. If the perpetrator(s) remains in the same school as the victim, the school should be very clear as to their expectations regarding the perpetrator(s) now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions the school thinks are reasonable and proportionate with regard to the perpetrator(s)' timetable
- Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils or students in the school. It will be important that the school ensure both the victim and perpetrator(s) remain protected, especially from any bullying or harassment (including online)
- Where cases are classified as "no further action" (NFA'd) by the police or Crown Prosecution Service, or where there is a not guilty verdict, the school should continue to offer support to the victim and the alleged perpetrator(s) for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated or was withdrawn does not necessarily mean that it was unfounded. Schools should discuss any decisions with the victim in this light and continue to offer support. The alleged perpetrator(s) is also likely to require ongoing support for what will have likely been a difficult experience.

Unsubstantiated, unfounded, false or malicious reports

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified, and addressed.

If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead should consider whether the child and/or the person who has made the allegation is in

need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.

If a report is shown to be deliberately invented or malicious, the school should consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy.

Ongoing response

Safeguarding and supporting the victim:

The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the victim:

- The needs and wishes of the victim should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible
- Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that the school is a safe space for them
- Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. Schools should be aware that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator(s)
- The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report
- Consider the proportionality of the response. Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape
- Schools should be aware that sexual assault can result in a range of health needs, including physical, mental, and sexual health problems and unwanted pregnancy. Children and young people that have a health need arising from sexual assault or abuse can access specialist NHS support from a Sexual Assault Referral Centre (SARC). SARCs offer confidential and non-judgemental support to victims and survivors of sexual assault and abuse
- They provide medical, practical, and emotional care and advice to all children and adults, regardless of when the incident occurred
- It will be important in all scenarios that decisions and actions are regularly reviewed and that relevant policies are updated to reflect lessons learnt
- It is particularly important to look out for potential patterns of concerning, problematic or inappropriate behaviour.
- Where a pattern is identified, the school or college should decide on a course of action
- Consideration should be given as to whether there are wider cultural issues within the school or college that enabled the inappropriate behaviour to occur and where appropriate extra teaching time and/or staff training could be delivered to minimise the risk of it happening again.

Support can include:

- Early help and children's social care as set out in Part one of this guidance

- Children and Young People's Independent Sexual Violence Advisors (ChISVAs)⁸⁵ provide emotional and practical support for victims of sexual violence. They are based within the specialist sexual violence sector and will help the victim understand what their options are and how the criminal justice process works if they have reported or are considering reporting to the police. ChISVAs will work in partnership with schools to ensure the best possible outcomes for the victim
- Police and social care agencies can signpost to ChISVA services (where available) or referrals can be made directly to the ChISVA service by the young person or school or college. Contact details for ChISVAs can be found at [Rape Crisis](https://rapecrisis.org.uk/)⁸⁶ and [The Survivors Trust](https://www.thesurvivorstrust.org/)⁸⁷
- Child and adolescent mental health services (CAMHS) is used as a term for all services that work with children who have difficulties with their emotional or behavioural wellbeing. Services vary depending on local authority. Most CAHMS have their own website, which will have information about access, referrals and contact numbers
- The specialist sexual violence sector can provide therapeutic support for children who have experienced sexual violence. Contact [Rape Crisis](https://rapecrisis.org.uk/) (England & Wales) or [The Survivors Trust](https://www.thesurvivorstrust.org/) for details of local specialist organisations. [The Male Survivors Partnership](https://malesurvivor.co.uk/support-for-male-survivors/directory-of-services/)⁸⁸ can provide details of services which specialise in supporting men and boys
- NHS - [Help after rape and sexual assault](https://www.nhs.uk/live-well/sexual-health/help-after-rape-and-sexual-assault/)⁸⁹ provides a range of advice, help and support including advice about the risk of pregnancy, sexually transmitted infections (STI), reporting to the police and forensics
- Rape and sexual assault referral centres services can be found at: Find [Rape and sexual assault referral centres](https://www.nhs.uk/service-search/other-services/Rape-and-sexual-assault-referral-centres/LocationSearch/364)⁹⁰. Sexual assault referral centres (SARCs) offer medical, practical and emotional support. They have specially trained doctors, nurses and support workers. If children, young people, or their families are unsure which service to access, they should contact their GP or call the NHS on 111
- [Childline](https://www.childline.org.uk/get-involved/articles/confidential-support/)⁹¹ provides free and confidential advice for children and young people
- Internet Watch Foundation⁹² works internationally to remove child sexual abuse online images and videos and offers a place for the public to report them anonymously
- [Childline/IWF: Remove a nude image shared online](https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/remove-nude-image-shared-online/) - Report Remove⁹³ is a free tool that allows children to report nude or sexual images and videos of themselves that they think might have been shared online, to see if they can be removed from the internet
- LGFL 'Undressed'⁹⁴ provided schools advice about how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders.

⁸⁵ <https://survivorsgateway.london/service-map/>

⁸⁶ <https://rapecrisis.org.uk/>

⁸⁷ <https://www.thesurvivorstrust.org/>

⁸⁸ <https://malesurvivor.co.uk/support-for-male-survivors/directory-of-services/>

⁸⁹ <https://www.nhs.uk/live-well/sexual-health/help-after-rape-and-sexual-assault/>

⁹⁰ <https://www.nhs.uk/service-search/other-services/Rape-and-sexual-assault-referral-centres/LocationSearch/364>

⁹¹ <https://www.childline.org.uk/get-involved/articles/confidential-support/>

⁹² <https://www.iwf.org.uk/>

⁹³ <https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/remove-nude-image-shared-online/>

⁹⁴ <https://undressed.lgfl.net/>

Victims may not talk about the whole picture immediately. They may be more comfortable providing information on a piecemeal basis. It is essential that dialogue is kept open and encouraged. When it is clear that ongoing support will be required, schools should ask the victim if they would find it helpful to have a designated trusted adult (for example, their form tutor or designated safeguarding lead) to talk to about their needs. The choice of any such adult should be the victim's (as far as reasonably possible). Schools should respect and support this choice.

Children who have experienced sexual violence display a very wide range of responses to their experience, including in some cases clear signs of trauma, physical and emotional responses, or no overt signs at all. Schools should remain alert to the possible challenges of detecting those signs and show sensitivity to the needs of the child (e.g. about attendance in lessons) irrespective of how overt the child's distress is.

While schools should avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups, there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. This should be because the victim wants to, not because it makes it easier to manage the situation. If required, schools should provide a physical space for victims to withdraw to.

It may be necessary for schools to maintain arrangements to protect and support the victim for a long time. Schools should be prepared for this and should work with children's social care and other agencies as required.

It is therefore important that the designated safeguarding lead knows how and where to seek support.

It is important that the school do everything they reasonably can to protect the victim from bullying and harassment as a result of any report they have made.

Whilst they should be given all the necessary support to remain in their school, if the trauma results in the victim being unable to do this, alternative provision or a move to another school should be considered to enable them to continue to receive suitable education. This should only be at the request of the victim (and following discussion with their parents or carers).

It is important that if the victim does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs. The designated safeguarding lead should take responsibility to ensure this happens (and should discuss with the victim and, where appropriate their parents or carers as to the most suitable way of doing this) as well as transferring the child protection file.

Ongoing Considerations: Victim and alleged perpetrator(s) sharing classes

Once the designated safeguarding lead (or a deputy) has decided what the next steps will be in terms of progressing the report, they should carefully consider again the question of the victim and alleged perpetrator(s) sharing classes and sharing space at school or college. This will inevitably involve complex and difficult professional decisions, including considering their duty to safeguard children and their duty to educate them.

It is important each report is considered on a case-by-case basis and risk assessments are updated as appropriate. As always when concerned about the welfare of a child, the best interests of the child should come first. In all cases, schools should follow general safeguarding principles as per this guidance.

Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator(s) should be removed from any classes they share with the victim. The school should also consider how best to keep the victim and alleged perpetrator(s) a reasonable distance apart on school premises (including during before and after school-based activities) and on transport to and from school where appropriate. This is in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator(s). Close liaison with the police is essential.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school should take suitable action, if they have not already done so. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator(s) to remain in the same school would seriously harm the education or welfare of the victim (and potentially other pupils or students).

Where a criminal investigation into sexual assault leads to a conviction or caution, the school should, if it has not already, consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion. Where the perpetrator(s) is going to remain at the school or college, the principle would be to continue keeping the victim and perpetrator(s) in separate classes and continue to consider the most appropriate way to manage potential contact on school and college premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

In all cases, schools should record and be able to justify their decision-making.

Reports of sexual assault and sexual harassment will, in some cases, not lead to a report to the police (for a variety of reasons). In some cases, rape, assault by penetration, sexual assault or sexual harassment are reported to the police and the case is not progressed or are reported to the police and ultimately result in a not guilty verdict. None of this means the offence did not happen or that the victim lied. The process will have affected both victim and alleged perpetrator(s). Appropriate support should be provided to both as required and consideration given to sharing classes and potential contact as required on a case-by-case basis. In all cases, schools should record and be able to justify their decision-making.

All of the above should be considered with the needs and wishes of the victim at the heart of the process (supported by parents and carers as required). Any arrangements should be kept under review.

Safeguarding and supporting the alleged perpetrator(s) and children and young people who have displayed harmful sexual behaviour

The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the alleged perpetrator(s):

The school will have a difficult balancing act to consider. On one hand, they need to safeguard the victim (and the wider pupil/student body) and on the other hand provide the alleged perpetrator(s) with an education, safeguarding support as appropriate and implement any disciplinary sanctions. Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary.

Consider the age and the developmental stage of the alleged perpetrator(s), the nature of the allegations and frequency of allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.

Consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis. The alleged perpetrator(s) may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. HSB in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials.

Information and detailed advice on HSB available:

- [Sexual violence and sexual harassment between children at schools and colleges](#)
- [NSPCC Learning - Protecting children from harmful sexual behaviour](#)
- [NSPCC - Harmful sexual behaviour framework](#)
- [The Lucy Faithfull Foundation HSB toolkit](#)
- [Lucy Faithfull Foundation: 'Shore Space' \(a confidential chat service supporting young people\)](#)
- [Contextual Safeguarding Network – Beyond Referrals \(Schools\)](#)
- [Stop it now - professionals looking for advice provides support for professionals](#)

It is important that the perpetrator(s) is/are also given the correct support to try to stop them re-offending and to address any underlying trauma that may be causing this behaviour. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Advice on [behaviour and discipline in schools](#) is clear that teachers can discipline pupils whose conduct falls below the standard which could be reasonably expected of them. If the perpetrator(s) is to be excluded the decision must be lawful, reasonable and fair⁹⁵. Further information about exclusions can be found in statutory guidance for schools: [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England](#).

School can be a significant protective factor for children who have displayed HSB, and continued access to school, with a comprehensive safeguarding management plan in place, is an important factor to consider before final decisions are made. It is important that if an alleged perpetrator does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs and where appropriate, potential risks to other children and staff. The designated safeguarding lead should take responsibility to ensure this happens as well as transferring the child protection file.

Sanctions and the alleged perpetrator(s)

Schools

With regard to the alleged perpetrator(s), advice on [behaviour in schools](#) is clear that teachers can sanction pupils whose conduct falls below the standard which could be reasonably expected of them.

[DfE: Statutory guidance - School suspensions and permanent exclusions](#)

⁹⁵ [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/statutory-guidance/suspension-and-permanent-exclusion-from-maintained-schools-academies-and-pupil-referral-units-in-england)

Disciplinary action can be taken whilst other investigations by the police and/or local authority children's social care are ongoing.

The fact that another body is investigating or has investigated an incident does not in itself prevent a school from coming to its own conclusion, on the balance of probabilities, about what happened, and imposing a penalty accordingly. This is a matter for the school and should be carefully considered on a case-by-case basis.

The designated safeguarding lead (or a deputy) should take a leading role.

The school should consider if, by taking any action, it would prejudice an investigation and/or any subsequent prosecution. Careful liaison with the police and/or local authority children's social care should help the school make a determination. It will also be important to consider whether there are circumstances that make it unreasonable or irrational for the school to reach its own view about what happened while an independent investigation is considering the same facts.

Discipline and support

Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary. The school or college should be very clear as to what its approach is.

On the one hand there is preventative or forward-looking action to safeguard the victim and/or the perpetrator(s), especially where there are concerns that a perpetrator themselves may have been a victim of abuse; and, on the other, there is disciplinary action to punish a perpetrator for their past conduct.

The school should be very clear as to which category any action they are taking falls or whether it is really both and should ensure that the action complies with the law relating to each relevant category.

Working with parents and carers

The school will, in most instances, engage with both the victim's and the alleged perpetrator's parents or carers when there has been a report of sexual violence (this might not be necessary or proportionate in the case of sexual harassment and should be considered on a case-by-case basis). The exception to this rule is if there is a reason to believe informing a parent or carer will put a child at additional risk.

Schools and colleges should carefully consider what information they provide to the respective parents or carers about the other child involved and when they do so. In some cases, local authority children's social care and/or the police will have a very clear view and it will be important for the school or college to work with relevant agencies to ensure a consistent approach is taken to information sharing.

It is good practice for the school to meet the victim's parents or carers with the victim present to discuss what arrangements are being put in place to safeguard the victim and understand their wishes in terms of support they may need and how the report will be progressed.

It is also good practice for the school to meet with alleged perpetrator's parents or carers to discuss any arrangements that are being put into place that impact an alleged perpetrator, such as, for example, moving them out of classes with the victim and what this means for their education. The reason behind any decisions should be explained. Support for the alleged perpetrator should be discussed.

The designated safeguarding lead (or a deputy) would generally attend any such meetings. Consideration to the attendance of other agencies should be considered on a case-by-case basis.

Clear behaviour policies and child protection policies, especially policies that set out the principles of how reports of sexual violence will be managed and how victims and alleged perpetrators are likely to be supported, that parents and carers have access to, will, in some cases, help manage what are inevitably very difficult conversations.

Parents and carers may well struggle to cope with a report that their child has been the victim of a sexual assault or is alleged to have sexually assaulted another child.

Safeguarding other children

Consideration should be given to supporting children (and adult students) who have witnessed sexual violence, especially rape and assault by penetration. Witnessing such an event is likely to be traumatic and support may be required.

Following any report of sexual violence or sexual harassment, it is likely that some children will take “sides”. The school should be doing all they can to ensure both the victim and alleged perpetrator(s), and any witnesses, are not being bullied or harassed.

Social media is very likely to play a central role in the fall out from any incident or alleged incident. There is the potential for contact between victim and alleged perpetrator(s) and a very high likelihood that friends from either side could harass the victim or alleged perpetrator(s) online and/or become victims of harassment themselves.

School transport is a potentially vulnerable place for a victim or alleged perpetrator(s) following any incident or alleged incident. The school, as part of its risk assessment, should consider any additional potential support needs to keep all of their children safe.

A whole school or college approach to safeguarding, a culture that makes clear that there is a zero-tolerance approach to sexual violence and sexual harassment and that it is never acceptable, and it will not be tolerated, and a strong preventative education programme will help create an environment in which all children at the school or college are supportive and respectful of their peers when reports of sexual violence or sexual harassment are made.

It is important that schools and colleges keep their policies, processes, and curriculum under constant review to protect all their children. Reports of sexual violence and/or harassment (especially where there is evidence of patterns of behaviour) may point to environmental and or systemic problems that could and should be addressed by updating relevant policies, processes, or relevant parts of the curriculum. Alongside this, patterns identified in schools may also be reflective of the wider issues within a local area and it would be good practice to share emerging trends with safeguarding partners.

A whole school or college approach to safeguarding, a culture that makes clear that that all incidents of sexual violence and sexual harassment will be challenged, that it is never acceptable, and it will not be tolerated, and a strong preventative education programme will help create an environment in which all children at the school or college are supportive and respectful of their peers when reports of sexual violence or sexual harassment are made.

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evidence of patterns of behaviour) may point to environmental and or systemic problems that could and should be addressed by updating relevant policies, processes, or relevant parts of the curriculum. Alongside this, patterns identified in schools may also be reflective of the wider issues within a local area and it would be good practice to share emerging trends with safeguarding partners.

APPENDIX 13: Child-on-child sexual abuse: risk and needs assessment and version record

(1) “Child A” (victim) and “Child B” (alleged perpetrator) to signify the children involved, rather than saying “victim” and “alleged perpetrator”. We should avoid assigning guilt until a formal investigation has been conducted by the appropriate authorities.

(2) Consider each question/consideration from the perspective of both students and be sure to do this in collaboration with them. Also consider the impact on, and needs of, the wider school community, and record any concerns or actions in the most appropriate column.

(3) This RA should be completed in conjunction with the relevant multi-agency safeguarding team (MAST) when conducting this risk assessment and update it in response to any advice they provide. Some of the prompts may require input from other MAST agencies. Add specific questions and considerations based on the nature of each incident and on the advice

Normal	Inappropriate	Problematic	Abusive	Violent
• Developmentally expected • Socially acceptable • Consensual, mutual, reciprocal • Shared decision making	• Single instances of inappropriate sexual behaviour • Socially acceptable behaviour within peer group • Context for behaviour may be inappropriate • Generally consensual and reciprocal	• Problematic and concerning behaviour • Developmentally unusual and socially unexpected • No overt elements of victimisation • Consent issues may be unclear • May lack reciprocity or equal power • May include levels of compulsivity	• Victimising intent or outcome • Includes misuse of power • Coercion and force to ensure compliance • Intrusive • Informed consent lacking or not able to be freely given • May include elements of expressive violence	• Physically violent sexual abuse • Highly intrusive • Instrumental violence which is psychologically and/or sexually arousing to the child responsible for the behaviour • Sadism

provided.

(4) Keep track of the changes you make:

Create a new copy of the document

Update the version number at the top of the risk assessment

Record what has changed in the update log (at the end of the document)

Save the most recent version of the risk assessment in the appropriate places (for example, the child’s safeguarding file)

(5) This should be a living document – you may need to update it as often as daily based on conversations with, and feedback from, the children and parents involved, feedback from staff, guidance from the MAST, or information from the police and children’s social care.

Fig. 1 Adapted from ‘A continuum of children and young people’s sexual behaviours’ (Hackett, 2010)

Child-on-child sexual abuse: Risk assessment

AREA OF RISK	CONSIDERATIONS	CHILD 'A'	CHILD 'B'	NOTES	ACTIONS
Details of the incident Record details of the incident from the point of view of both children	How serious is the incident? Was it a crime? Do we need to make arrangements to limit contact between the children involved? (If the allegation relates to rape, assault by penetration, or sexual assault, the answer is automatically yes) How did the school find out about it? Was it reported directly or by someone else with knowledge of the incident?			Use this column to record additional information that may be relevant For example, previous, unrelated behaviour incidents	
Social risks	Do the children share a peer group? Are people in their friend group likely to take sides? Do they both attend your school? Do other people know about the incident? Do those people understand: - Who they can talk to if they have concerns about the people involved, or about their own safety and wellbeing - The importance of confidentiality - If, and how, they may need to be involved in any further investigations Are they likely to be the subject of gossip, bullying or further harassment? Have there been previous incidents of sexually inappropriate behaviour within their peer group(s)? Do they risk being alienated from their friend group(s) as a result of this incident?				

AREA OF RISK	CONSIDERATIONS	CHILD 'A'	CHILD 'B'	NOTES	ACTIONS
Physical risks	Do they feel, or continue to feel, physically threatened by the other child? Do you have reason to believe they pose a continued risk to the safety and wellbeing of the victim, or other students and staff? Are they at risk of physical harm as a result of this incident (for example, bullying or 'retribution' by peers) Do they share classes/break times/etc.? Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) outside of school? How can such contact be limited?				
Environmental risks	Do they live in a home where violence or abuse has occurred? Do they live in or near an area or location known to police to be high risk for sexual harassment or assault? Are they active on social media? If so, how? Do they know how to protect themselves from online grooming? What activities do they take part in outside of school? Are parents clear about: ○ How the school (and partner agencies) are handling the incident? ○ Confidentiality? ○ The conduct expected of them while an investigation is ongoing?				

DATE	UPDATES MADE	REASONS FOR UPDATES	UPDATES MADE BY
	E.g, "Updated lunchtime arrangements"	E.g, "Feedback from Child A"	

APPENDIX 14:

Host families - homestay during exchange visits:

Schools often make arrangements for children to take part in exchange visits, either to other parts of the UK or abroad. Exchanges can benefit learning across a range of subjects. In particular, foreign visits can enrich the languages curriculum and provide exciting opportunities for pupils to develop their confidence and expertise in the use of other languages.

Schools have a duty to safeguard and promote children's welfare. This extends to considering their safety and how best to minimise risk of harm to those children during any exchange visit the school arranges, and when organising for the care and accommodation of a child with a host family (known as homestays) as part of the exchange.

School/college arranged homestay – suitability of adults in UK host families:

When arranging a homestay, schools should consider the suitability of the adults in the respective families who will be responsible for the visiting child during the stay.

In circumstances where a school arrange for a visiting child to be provided with care and accommodation in the UK (including where they engage a company to make those arrangements) in the home of a family to which the child is not related the responsible adults will be engaging in regulated activity for the period of the stay. In such cases and where the school has the power to terminate such a homestay the school would be the regulated activity provider.

A regulated activity provider commits a criminal offence if it knows, or has reason to believe that, an individual is barred by the Disclosure and Barring Service (DBS) from engaging in regulated activity but allows that individual to carry out any form of regulated activity.

Where the child's parent(s) or a student themselves arranges their own homestay, this would be a private arrangement therefore the school would not be the regulated activity provider.

When a school arrange a homestay, it should consider what intelligence/information will best inform its assessment of the suitability of the adults in those families who will be responsible for the visiting child during the stay.

It will be for the school to use their professional judgement to decide what it considers what will be relevant. However, to help inform that assessment, schools should obtain a DBS enhanced certificate with barred list information. This check will not only establish whether the adults are barred from engaging in regulated activity relating to children, but where criminal record information is disclosed it will also allow the school to consider, alongside all other intelligence that it has obtained, whether the adult would be a suitable host for a child.

DBS enhanced certificates with barred list information for volunteer roles can be obtained free of charge. In respect of an adult who provides UK homestay and receives no remuneration in respect of the stay or where schools reimburse families only for expenses incurred, to enable a DBS application to be considered as a volunteer role the 'Position Applied For' field will need to make clear that the position is unpaid.

In addition to those engaging in regulated activity, schools are free to decide whether they consider it necessary to obtain a DBS enhanced certificate in respect of anyone aged 16 or over in the household where the child will be staying.

Homestay – suitability of adults in host families abroad:

It is not possible for schools to obtain criminality information from the DBS about adults who provide homestays abroad. Schools should liaise with partner schools abroad, to establish a shared understanding of, and agreement to the arrangements in place for the visit.

They should use their professional judgement to satisfy themselves that the arrangements are appropriate and sufficient to safeguard effectively every child who will take part in the exchange. Parents should be aware of agreed arrangement. Schools are also free to decide whether they consider it necessary to contact the relevant foreign embassy or High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside of the UK.

During the visit:

Pupils should understand who to contact during a homestay should an emergency occur or a situation arise which makes them feel uncomfortable.

Additional action for extended homestays:

Where a period of UK homestay lasts 28 days or more, for a child aged under 16 years of age (under 18 years of age if the child has disabilities), this may amount to private fostering under the Children Act 1989. In these cases, the school should notify the local authority of the arrangements. Private fostering legislation places a duty on local authorities to satisfy themselves that the welfare of a child who is being, or proposed to be, privately fostered in their area is being or will be satisfactorily safeguarded and promoted. By notifying the local authority, the school and college will be assisting the local authority in discharging its duty.

APPENDIX 15: Human Rights Act 1998, the Equality Act 2010 and the Public Sector Equality Duty

Human Rights Act

The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them.

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

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination,²⁵ and
- Protocol 1, Article 2: protects the right to education.

Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances.

Equality Act 2010

Schools and colleges have obligations under the Equality Act 2010 (the Equality Act).

According to the Equality Act, schools and colleges must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

Whilst all of the above protections are important, in the context of safeguarding, this guidance, and the legal duties placed on schools and colleges in relation to safeguarding and promoting the welfare of children, governing bodies and proprietors should carefully consider how they are supporting their pupils and students with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race.

Provisions within the Equality Act allow schools and colleges to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with a particular protected characteristic in order to meet their specific need, this includes a duty to make reasonable adjustments for disabled children and young people, including those with long term conditions. A school or college, could, for example, consider taking positive action to support girls if there was evidence they were being disproportionately subjected to sexual violence or sexual harassment.

Guidance to help schools understand how the Equality Act affects them and how to fulfil their duties under the act can be found at Equality Act 2010: advice for schools - GOV.UK (www.gov.uk), it may also be useful for colleges. For further information Equality Act guidance | Equality and Human Rights Commission (equalityhumanrights.com).

Public Sector Equality Duty

The Public Sector Equality Duty (PSED) is found in the Equality Act. Compliance with the PSED is a legal requirement for state-funded schools and colleges.

The PSED places a general duty on schools and colleges to have, in the exercise of their functions, due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics and means that whenever significant decisions are being made or policies developed, specific consideration must be given to the equality implications of these such as, for example, the need to eliminate unlawful behaviours that relate to them such as sexual violence and sexual harassment, misogyny/misandry and racism. This is one reason why good record-keeping and monitoring of all forms of abuse and harassment is essential.

The PSED helps schools and colleges (which are subject to it) to focus on key issues of concern and how to improve pupil and student outcomes. Some pupils or students may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination. Such concerns will differ between education settings, but it is important schools and colleges are conscious of disproportionate vulnerabilities and integrate this into their safeguarding policies and procedures.

APPENDIX 16:

Useful Phone Numbers:

Police:	999 or 101 (non-urgent)
Enfield Children's Social Care:	020 8379 2507 (Mon-Thurs: 9 am-5 pm; Fri: 9 am- 4.45 pm). Out of office hours call: 020 8379 1000 (select option 2).
Enfield Referral and Advice Team:	020 8379 5555 or 2507 or 2618
LBE Safeguarding Lead:	020 8379 2800 or 07508009180
SAFE:	020 8379 2090
Enfield CAMHS:	0208 379 4070
Barnet CAMHS:	020 8702 4500
Haringey CAMHS:	020 8702 3400
Barnet Children's Social Services (MASH):	020 8359 4066
Haringey Children's Service:	020 8489 4470 (Monday to Thursday 8.45am to 5pm; Friday 8.45am to 4.45pm) Or: 020 8489 0000
Hackney Children's Service:	020 8356 2444 or 020 8356 2710
Islington Children's Social Services:	020 7527 7400; 9am to 5pm, Monday to Friday, or 020 7226 0992 at all other times.
Waltham Forest Children's Service:	020 8496 2310 or 020 8496 3000
Domestic Violence National Helpline:	0808 200 247
Forced Marriage Unit:	020 7008 0151
FGM Helpline:	0800 028 3550
Honour Violence Helpline:	0800 599 9247
NSPCC:	0800 800 5000
Childline:	0800 1111
Stop it now:	0800 1000 900

Implementing the policy:

- All new staff will be made aware of this child protection policy during induction period
- All staff participate in safeguarding and child protection training as part of their induction programme
- All parents are aware of our safeguarding policy through the school prospectus and in reception

Monitoring the impact of the policy:

- Twice-yearly verbal report to Governor responsible for Safeguarding and Child Protection
- Annual report to Full governors

APPENDIX 17: Additional advice and support (including Sexual violence and sexual harassment)

Abuse

- [Supporting practice in tackling child sexual abuse - CSA Centre](#) Centre of Expertise on Child Sexual Abuse has free evidence-based practice resources to help professionals working with children and young people to identify and respond appropriately to concerns of child sexual abuse
- [What to do if you're worried a child is being abused](#) – DfE advice
- [Domestic abuse: Various Information/Guidance](#) - Home Office (HO)
- [Faith based abuse: National Action Plan](#) - DfE advice
- [Forced marriage resource pack](#)
- [Disrespect NoBody campaign](#) - GOV.UK - Home Office website
- [Relationship abuse: disrespect nobody](#) - Home Office website
- [Tackling Child Sexual Abuse Strategy](#) – Home Office policy paper
- [Together we can stop child sexual abuse](#) – HM Government campaign

Bullying

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

Children missing from education, home or care

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

Children with family members in prison

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

Child Exploitation

- [Trafficking: safeguarding children](#) - DfE and HO guidance
- [Care of unaccompanied and trafficked children](#) – DfE statutory guidance
- [Modern slavery: how to identify and support victims](#) – HO statutory guidance
- [Child exploitation disruption toolkit](#) - HO statutory guidance
- [Preventing Child Sexual Exploitation](#) – The Children's Society and Home Office
- [County Lines Toolkit For Professionals](#) - The Children's Society in partnership with Victim Support and National Police Chiefs' Council
- [Multi-agency practice principles for responding to child exploitation and extra-familial harm](#) – non-statutory guidance for local areas, developed by the Tackling Child Exploitation (TCE) Support Programme, funded by the Department for Education and supported by the Home Office, the Department for Health and Social Care and the Ministry of Justice

Confidentiality

- [Gillick competency Fraser guidelines](#) - Guidelines to help with balancing children's rights along with safeguarding responsibilities.

Drugs

- [Drug strategy 2021](#) - Home Office strategy
- [Information and advice on drugs](#) - Talk to Frank website

- [Drug and Alcohol education — teacher guidance & evidence review](#) – PSHE Association website

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

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

Health and Well-being

- [Rise Above: Free PSHE resources on health, wellbeing and resilience](#) - Public Health England
- [Supporting pupils at schools with medical conditions](#) - DfE statutory guidance
- [Mental health and behaviour in schools](#) - DfE advice
- [Overview - Fabricated or induced illness](#) - NHS advice

Information Sharing

- [Government information sharing advice](#) - Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers.
- [Information Commissioner's Office: Data sharing information hub](#) - Information to help schools and colleges comply with UK data protection legislation including UK GDPR.

Private fostering

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

Homelessness

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

Radicalisation

- [Prevent duty guidance](#)- Home Office guidance
- [Prevent duty: additional advice for schools](#) and childcare providers - DfE advice
- [Educate Against Hate website](#) - DfE and Home Office advice
- [Prevent for FE and Training](#) - Education and Training Foundation (ETF)
- [Extremism and Radicalisation Safeguarding Resources](#) – Resources by London Grid for Learning
- [Managing risk of radicalisation in your education setting](#) – DfE guidance

Serious Violence

- [Serious violence strategy](#) - Home Office Strategy
- [Factors linked to serious violence and how these factors can be used to identify individuals for intervention](#) – Home Office
- [Youth Endowment Fund](#) – Home Office
- [Gangs and youth violence: for schools and colleges](#) - Home Office advice
- [Tackling violence against women and girls strategy](#)- Home Office strategy

- [Violence against women and girls: national statement of expectations for victims](#) Home Office guidance

Sexual violence and sexual harassment Specialist Organisations

- [Barnardo's](#) - UK charity caring for and supporting some of the most vulnerable children and young people through their range of services.
- [Lucy Faithful Foundation](#) - UK-wide child protection charity dedicated to preventing child sexual abuse. They work with families affected by sexual abuse and also run the confidential Stop it Now! Helpline.
- [Marie Collins Foundation](#) – Charity that, amongst other things, works directly with children, young people, and families to enable their recovery following sexual abuse.
- [NSPCC](#) - Children's charity specialising in child protection with statutory powers enabling them to take action and safeguard children at risk of abuse.
- [Rape Crisis](#) - National charity and the umbrella body for their network of independent member Rape Crisis Centres.
- [UK Safer Internet Centre](#) - Provides advice and support to children, young people, parents, carers and schools about staying safe online.

Harmful sexual behaviour

- [Rape Crisis](#) (England & Wales) or [The Survivors Trust](#) for information, advice, and details of local specialist sexual violence organisations.
- [NICE guidance](#) contains information on, amongst other things: developing interventions; working with families and carers; and multi-agency working.
- [HSB toolkit](#) The Lucy Faithfull Foundation - designed for parents, carers, family members and professionals, to help everyone play their part in keeping children safe. It has links to useful information, resources, and support as well as practical tips to prevent harmful sexual behaviour and provide safe environments for families.
- [NSPCC Learning: Protecting children from harmful sexual behaviour](#) and [NSPCC - Harmful sexual behaviour framework](#)- free and independent advice about HSB.
- [Contextual Safeguarding Network](#) – Beyond Referrals (Schools) provides a school self-assessment toolkit and guidance for addressing HSB in schools.
- [Preventing harmful sexual behaviour in children](#) - Stop It Now provides a guide for parents, carers and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline.

Support for Victims

- [Anti-Bullying Alliance](#) - Detailed information for anyone being bullied, along with advice for parents and schools. Signposts to various helplines and websites for further support.
- [Rape Crisis](#) - Provide and signpost to a range of services to support people who have experienced rape, child abuse or any kind of sexual violence.
- [The Survivors Trust](#)- UK-wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence and child sex abuse.
- [Victim Support](#) - Supporting children and young people who have been affected by crime. Also provides support to parents and professionals who work with children and young people – regardless of whether a crime has been reported or how long ago it was.
- [Childline](#) provides free and confidential advice for children and young people.

Toolkits

- [ask AVA](#) - The Ask AVA prevention platform has been created to support education practitioners across the UK to develop and deliver a comprehensive programme to stop Violence Against Women and Girls.
- [NSPCC](#) - Online Self-assessment tool to ensure organisations are doing everything they can to safeguard children.
- [NSPCC](#) - Resources which help adults respond to children disclosing abuse.
- NSPCC also provides free and independent advice about [HSB: NSPCC - Harmful sexual behaviour framework](#)
- [Safeguarding Unit, Farrer and Co. and Carlene Firmin, MBE, University of Bedfordshire](#) - Peer-on-Peer Abuse toolkit provides practical guidance for schools on how to prevent, identify early and respond appropriately to peer-on-peer abuse.
- [Contextual Safeguarding Network](#) – self-assessment toolkit for schools to assess their own response to HSB.
- [Childnet - STAR SEND Toolkit](#) equips, enables and empowers educators with the knowledge to support young people with special educational needs and disabilities.
- [Childnet - Just a joke?](#) provides lesson plans, activities, a quiz and teaching guide designed to explore problematic online sexual behaviour with 9-12 year olds.
- [Childnet - Step Up, Speak Up](#) a practical campaign toolkit that addresses the issue of online sexual harassment amongst young people aged 13-17 years old.
- [NSPCC - Harmful sexual behaviour framework](#) an evidence-informed framework for children and young people displaying HSB.
- [Contextual Safeguarding Network – Beyond Referrals](#) - Schools leavers for addressing HSB in schools.
- [Farrer & Co: Addressing child on child abuse: a resource for schools and colleges](#). This resource provides practical guidance for schools and colleges on how to prevent, identify early and respond appropriately to child-on-child abuse.

Sharing nudes and semi-nudes

- [London Grid for Learning-collection of advice](#) - Various information and resources dealing with the sharing of nudes and semi-nudes.
- [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) - Advice for schools and colleges on responding to incidents of non-consensual sharing of nudes and semi-nudes.

Support for parents/carers

- National Crime Agency's [CEOP Education Programme](#) provides information for parents and carers to help protect their child from online child sexual abuse, including [#AskTheAwkward](#), guidance on how to talk to their children about online relationships

APPENDIX 18: Online Safety

Online safety-advice

- [Childnet](#) provide guidance for schools on cyberbullying
- [Educateagainsthate](#) provides practical advice and support on protecting children from extremism and radicalisation
- [London Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements
- [NSPCC E-safety for schools](#) provides advice, templates, and tools on all aspects of a school or college's online safety arrangements
- [Safer recruitment consortium](#) "guidance for safe working practice", which may help ensure staff behaviour policies are robust and effective
- [Searching screening and confiscation](#) is departmental advice for schools on searching children and confiscating items such as mobile phones
- [South West Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements
- [Use of social media for online radicalisation](#) - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq
- [Online Safety Audit Tool](#) from UK Council for Internet Safety to help mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring
- [Online safety guidance](#) if you own or manage an online platform DCMS advice A business guide for protecting children on your online platform DCMS advice
- [UK Safer Internet Centre](#) provide tips, advice, guides and other resources to help keep children safe online

Online safety- Remote education, virtual lessons and live streaming

- [Guidance Get help with remote education](#) resources and support for teachers and school leaders on educating pupils and students
- [Departmental guidance on safeguarding and remote education](#) including planning remote education strategies and teaching remotely
- [London Grid for Learning guidance](#), including platform specific advice
- [National cyber security centre](#) guidance on choosing, configuring and deploying video conferencing
- [UK Safer Internet Centre](#) guidance on safe remote learning

Online Safety- Support for children

- [Childline](#) for free and confidential advice
- [UK Safer Internet Centre](#) to report and remove harmful online content
- [CEOP](#) for advice on making a report about online abuse

Online safety- Parental support

- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, and to find out where to get more help and support
- [Commonsensemedia](#) provide independent reviews, age ratings, & other information about all types of media for children and their parents

- [Government advice](#) about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying
- [Internet Matters](#) provide age-specific online safety checklists, guides on how to set parental controls, and practical tips to help children get the most out of their digital world
- [How Can I Help My Child?](#) Marie Collins Foundation – Sexual Abuse Online
- [Let's Talk About It](#) provides advice for parents and carers to keep children safe from online radicalisation
- [London Grid for Learning](#) provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- [Stopitnow](#) resource from The Lucy Faithfull Foundation can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)
- [National Crime Agency/CEOP Thinkuknow](#) provides support for parents and carers to keep their children safe online
- [Parentzone](#) provides help for parents and carers on how to keep their children safe

online

- [Talking to your child about online sexual harassment: A guide for parents](#) – This is the Children's Commissioner's parental guide on talking to their children about online sexual harassment