



Safeguarding Children Policy - Including Child Protection

(Adapted from the Worcestershire Children First template)

September 2021



**This policy is reviewed at least annually by the governing body and was last reviewed on:
05.10.2021
The next review is due no later than 01.09.2022**

Signature..... (Chair of Governors)

Print Name.....

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Section 1

Governors' Committee Responsible: Local Governing Board

Governor Lead: Emma Ludden

Designated Safeguarding Lead of Staff: Marie Bradbury

Prevent Lead: Marie Bradbury

Child Exploitation GET SAFE lead: Marie Bradbury

Status & Review Cycle: Statutory Annual

Next Review Date: When legislation and guidance is updated and no later than 01.09.2022

Section 2

Safeguarding Statement

Our vision and aims:

St. George's C of E First School and Nursery is happy, confident community of learners shine.

To achieve our vision, we are guided by our Christian values of respect, responsibility, compassion, honesty and forgiveness.

We aim to:

- **Foster a love of learning, language, and life.**
- **Value the individuality and successes of everyone.**
- **Provide excellent educational opportunities for all in a safe, tidy, well-resourced, supportive environment.**
- **Inspire ambition and equip children with the qualities, attitudes, and values to achieve success.**
- **Further develop the professional skills and talents of our enthusiastic and passionate staff team.**
- **Work in close partnership with parents and carers to promote the academic achievement and personal development of all children.**
- **Offer a warm welcome to families in our local community and provide information and support.**

Aims and objectives of this policy:

- to protect from harm the children who receive services from St. George's C of E First School and Nursery.

- to provide staff and volunteers, as well as children and young people and their families, with the overarching principles and practices that guide our approach to child protection.

This policy applies to anyone working on behalf of St. George's C of E First School and Nursery, including senior managers and the board of trustees, paid staff, volunteers, sessional workers, agency staff and students.

At St. George's we recognise that:

- the welfare of children is paramount in all the work we do and in all the decisions we take and all children, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse
- some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare.

We will seek to keep children and young people safe by:

- valuing, listening to and respecting them
- appointing a nominated child protection lead for children and young people, a deputy, a team of staff who have had the same level of training as the DSL/DDSL and a lead member of the Local Governing Board for safeguarding
- adopting child protection and safeguarding best practice through our policies, procedures and code of conduct for staff and volunteers
- developing and implementing an effective online safety policy and related procedures
- providing effective management for staff and volunteers through supervision, support, training, and quality assurance measures so that all staff and volunteers know about and follow our policies, procedures, and behaviour codes confidently and competently
- recruiting and selecting staff and volunteers safely, ensuring all necessary checks are made
- recording, storing, and using information professionally and securely, in line with data protection legislation and guidance [more information about this is available from the Information Commissioner's Office: ico.org.uk/fororganisations]
- sharing information about safeguarding and good practice with children and their families via leaflets, posters, group work and one-to-one discussions
- making sure that children, young people, and their families know where to go for help if they have a concern
- using our safeguarding and child protection procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families, and carers appropriately

- using our procedures to manage any allegations against staff and volunteers appropriately
- creating and maintaining an anti-bullying culture and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise
- ensuring that we have effective complaints and whistleblowing measures in place
- ensuring that we provide a safe physical environment for our children, young people, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance
- further strengthening our safeguarding culture where staff and volunteers, children, young people and their families, treat each other with respect and are comfortable about sharing concerns.

Section 3

Key Personnel

The Designated Safeguarding Lead (DSL) is Marie Bradbury

Email: mbradbury@sgf.endeavourschools.org

Telephone: 01527 6226

The deputy DSL is:

Adam Rivett

Email: arivett@sgf.endeavourschools.org

At St. George's the safeguarding team includes:

Rebecca Malone (works Tues PM, all day Wednesday and all day Thursday)

Email: rmalone@sgf.endeavourschools.org

Lisa Browning

Email: lbrowning@sgf.endeavourschools.org

Deborah Chadwick (works all day Monday to Thursday)

Email: dchadwick@sgf.endeavourschools.org

All members of the safeguarding team can be contacted by telephone on 01527 62263

The nominated safeguarding governor is TBC

Email: emma.ludden@sgf.endeavourschools.org

Telephone: N/A

The Headteacher is Marie Bradbury

Email: mbradbury@sgf.endeavourschools.org

Telephone: 01527 62263

The Chair of Governors is Lynn Briers

Email: lbriers@cca.endeavourschools.org

Telephone: 01527 543624

Other named staff and contacts:

- **Designated Teacher for Children in Care** – Marie Bradbury
- **Online safety Co-ordinator** - TBC
- **Safeguarding in Education Adviser, WCF** – Denise Hannibal
- **Local Authority Designated Officer** - 01905 846221 or LADO@worcschildrenfirst.org.uk
- **Family Front Door:** 01905 822666 (8.30am – 4.30pm)
- **Out of hours or at weekends:** 01905 768020

Section 4 - Introduction

St. George's C of E First School and Nursery recognises the contribution it can make to protect and support pupils in School. The aim of this policy is to safeguard and promote our pupils' welfare, safety, health, and well-being by creating an honest, open, caring, and supportive environment. The pupils' welfare is of paramount importance.

This policy is also based on the following legislation:

- Keeping Children Safe in Education has been extended from early years, schools and colleges to cover 16-19 academies (and apprenticeships). There is reference to the Education and Training (Welfare of Children) Act 2021 which amends the Education Act 2002 and the Apprenticeships, Skills, Children and Learning Act 2009 and places safeguarding duties on 16 to 19 academies and further education to ensure that safeguarding responsibilities are understood and prohibiting funding being given if safeguarding requirements not complied with.
- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils.
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques.
- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school.
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counterterrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

- Where a school or college has charitable status, Charity Commission guidance on charity and trustee duties to safeguard children is available at [Charity Commission Guidance](#)

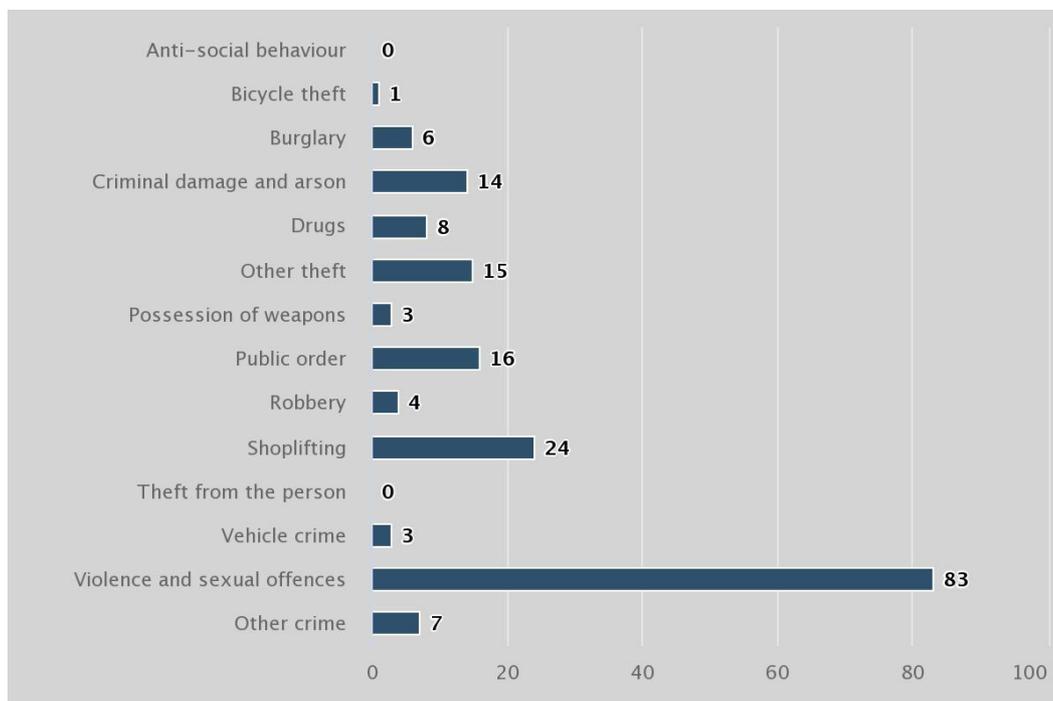
Our staff are aware of:

[West Midlands procedures](#)

[WCF levels of need guidance](#)

Our local context:

Based on UK crime statistics (June 2021) in our local area the following issues are pertinent:



Patterns in crime statistics in the immediate locality of the school change quite rapidly. That is in the last 12 to 24 months, drug related crimes, criminal damage and arson have been the types of crime with the highest rates. This means that school staff need to be vigilant about all types of potential criminal activity.

Section 5 - Management of Safeguarding

The St. George's C of E First School and Nursery Safeguarding policy applies to all our staff, governors, volunteers, and visitors to our school. Child protection is the responsibility of all our staff. We will ensure that we will comply with our duties under all relevant legislation We will ensure this policy and our procedures are effective and always comply with the law, this includes training for all staff.

We will ensure that all our parents and working partners are aware of this policy by mentioning it in our school prospectus, displaying appropriate information in our reception and on the school website and by raising awareness at meetings with our parents/carers.

In our school our Local Governing Board will ensure we facilitate a whole school or college approach to safeguarding. Ultimately, all our systems, processes and policies will operate with the best interests of the child/children at their heart. Where there is a safeguarding concern, our Local Governing Board and school leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback.

Raising concerns/complaints:

We respond robustly when concerns are raised or complaints made (from children, adults including parent/carers) as we recognise that this promotes a safer environment and we seek to learn from complaints and comments. The school will take action and seek to resolve the concerns in a timely way, keeping people informed as to progress wherever possible. The Trust's Complaints Policy is available here: <https://www.endeavourschools.org/page/?title=Trust+Policies&pid=29>

All our staff are aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues using the Trust's Confidential Reporting Policy which can be found here: <https://www.endeavourschools.org/page/?title=Trust+Policies&pid=29>

Whistleblowing concerns about the Headteacher should be raised with the Chair of Governors. Where the Headteacher is also the sole proprietor, concerns should be reported directly to the Local Authority Designated Officer (LADO).

NSPCC's whistleblowing advice line dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by school / college.

Staff can call 0800 028 0285 – line is available from 8:00 am to 8:00 pm, Monday to Friday and email: help@nspcc.org.uk

NSPCC - When to call the police

Statutory guidance contains further information on: [The Role and Responsibilities of the Designated Teacher for Looked After Children.](#)

Section 6 - Whole school approach to Safeguarding

At St. George's C of E First School and Nursery will ensure we facilitate a whole school/college approach to safeguarding. This means ensuring 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, governing bodies, proprietors and school/college leaders will ensure the child'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, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

What school staff will do if they have concerns about a child?

Our staff 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 should always act in the best interests of the child.

If staff have any concerns about a child's welfare, we act on them immediately. If staff have a concern, we follow our organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

Options will then include:

- managing any support for the child internally via our own pastoral support processes

- undertaking an early help assessment
- making a referral to statutory services for example as the child might be in need, is in need or suffering, or is likely to suffer harm.

Early Help

Any child may benefit from early help, St. George's C of E First School and Nursery staff are experienced and appropriately trained to identify at an early stage 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 care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, 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 drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child;
- is persistently absent from education, including persistent absences for part of the school day.

The Early Help Offer for St. George's C of E First School and Nursery is accessible on our school website. As part of our early offer, we support children and young people by completing an early help assessment.

[Worcestershire Children First Early Help information page](#)

Section 7 - Head Teacher

The Head Teacher of St. George's C of E First School and Nursery will ensure that:

- The Safeguarding policies and procedures adopted by the Local Governing Board are effectively implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.

- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the Local Authority Designated Officer in a timely manner.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice regarding children, and such concerns are addressed sensitively and effectively in a timely manner. The NSPCC whistle blowing helpline number is also available (0800 028 0285).
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children's Social Care (Children's Services) or the Police.

Section 8 – Local Governing Board

In accordance with the Statutory Guidance "Keeping Children Safe in Education" September 2021 St. George's C of E First School and Nursery Local Governing Board will ensure that:

- Child protection/safeguarding policy, procedures and training in place which are always effective and comply with the law. The policy is made available publicly.
- The policy will be reviewed at least annually or more often, for example in the event of new guidance or a significant incident.
- Members of the Local Governing Board have an enhanced criminal records certificate from the DBS.
- We carry out a section 128 check for school governors, because a person subject to one is disqualified from being a governor. We use the free Employer Secure Access sign-in portal via the Teaching Regulation Agency's (TRA)
- We operate safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Head Teacher, and other staff involved in the recruitment process have undertaken Safer Recruitment Training.
- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers/people in a position of trust.
- There is a senior member of the leadership team who is designated to take lead responsibility for dealing with child protection (the "Designated Safeguarding Lead") and there is always cover for this role (at least one deputy) with appropriate arrangements for before/after school and out of term activities.
- The Designated Safeguarding Lead undertakes effective Local authority training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) via safeguarding e-briefings etc.
- The Head Teacher, and all other staff and volunteers who work with children (including early years practitioners within settings on the school site), undertake appropriate training which is regularly updated (at least every year); and that new staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities (including this policy and Part 1 of Keeping Children Safe in Education 2021). Training includes FGM/Prevent/Child Exploitation.

- Any deficiencies or weaknesses in these arrangements are brought to the attention of the Local Governing Board and will be rectified without delay.
- The Chair of Governors (Lynn Briers) deals with any allegations of abuse made against the Head Teacher, with advice and guidance from the Local Authority Designated Officer (LADO).
- Effective policies and procedures are in place and updated annually including a behaviour "code of conduct" for staff and volunteers - "Guidance for Safer Working Practice for those who work with children in education settings October 2015".
- Information is provided to the Local Authority (on behalf of the WSCP) when requested, for example through the Annual Safeguarding Return (the section 175 audit)
- Our school Local Governing Board and proprietors ensure that children are taught about safeguarding, including online safety. This as part of providing a broad and balanced curriculum.
- There is an individual member of the Local Governing Board (TBC) who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and reports to the Local Governing Board.
- St. George's C of E First School and Nursery contributes to inter-agency working in line with statutory guidance "Working Together to Safeguard Children" 2018 including providing a co-ordinated offer of Early Help for children who require this. Early Help may be offered directly through our school early help provision or via referral to an external support agency. Safeguarding arrangements take into account the procedures and practice of the local authority and the Worcestershire Safeguarding Children Partnership (WCSP).
- GDPR- Our Local Governing Board and Endeavour Schools Trust are aware that among other obligations, the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information we hold safe and secure in Data protection: toolkit for schools .
- St. George's C of E First School and Nursery complies with all legislative safeguarding duties, including the duty to report suspected or known cases of FGM and the duty to prevent young people from being drawn into terrorism. The Headteacher and the school's Safeguarding Team assess the level of risk within the school and put actions in place to reduce that risk.

In our school we will :

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to.
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty.
- Include in the curriculum activities and opportunities (specifically through PHSE/ ICT/RSE, which equip children with the skills they need to stay safe from abuse (including online) and to know where to get help.
- Ensure every effort is made to establish effective working relationships with parents/carers and colleagues from other agencies.
- Operate safer recruitment procedures and make sure that all appropriate

checks are carried out on new staff and volunteers who will work with children including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools (s128). For senior leaders in Academies/Independent schools and for Governors in maintained schools (Since September 2018)

- As Education Safeguarding Practitioners, we will liaise with the three safeguarding partners in line with Working Together 2018.

Section 9 - The Designated Safeguarding Lead

Our designated safeguarding lead has lead responsibility for safeguarding and child protection (including online safety). This DSL role is explicit in their job description

We also have a deputy designated safeguarding lead and a Safeguarding Team who have been trained the same to the same standard as our DSL. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with our designated safeguarding lead. This responsibility will not be delegated.

The designated safeguarding lead, deputy and members of the school's Safeguarding Team will liaise with the safeguarding partners, and work with other agencies in line with Working Together to safeguard children will help our designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

During term time, our designated safeguarding lead and/or a member of the Safeguarding Team will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Where appropriate our designated safeguarding lead will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Our designated safeguarding lead and all members of the Safeguarding Team have undertaken training to provide them with the knowledge and skills required to carry out the role.

In addition to our formal training as set out above, their knowledge and skills will be updated (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, and at least annually, to keep up with any developments relevant to their role.

Section 10 - Multi-agency working

At St. George's C of E First School and Nursery we have a pivotal role to play in multi-agency safeguarding arrangements. Our Local Governing Board ensures that we will contribute to multi-agency working in line with statutory guidance *Working Together to Safeguard Children*

In our school our leaders and the Local Governing Board understand our local safeguarding arrangements and work with partners from Worcestershire Childrens Safeguarding Partnership (WSCP) to safeguard and promote the welfare of local children, including identifying and responding to their needs. The Worcestershire Children First (WCF) Head teacher safeguarding steering group which represents all phases of education are part of our WSCP and make all schools aware and follow the local arrangements for local

protocol and assessment policies and procedures. We are also prepared to supply information as requested by the safeguarding partners.

Our school works with WCF social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

At St. George's we allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

Section 11 - What School Staff Need to Know

All staff are aware of systems within our school which support safeguarding, and these should be explained to them as part of staff induction. This should include the:

- Child Protection Policy – including Safeguarding Children.
- Behaviour policy (which should include measures to prevent bullying, including cyberbullying).
- Staff Code of Conduct.
- Safeguarding response to children who go missing from education.
- Role of the designated safeguarding lead (including the identity of the designated safeguarding lead and members of the Safeguarding Team).
- Copy of Part one (or Annex A if appropriate) of Keeping Children Safe 2021.

All our staff will receive appropriate safeguarding and child protection training (including online safety) at induction. The training is regularly updated. In addition, all staff receive safeguarding and child protection (including online safety) updates (for example, via email, and at staff briefings) throughout the year and a refresher training at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All our staff will be aware of their local early help process and understand their role in it.

All our staff are 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 our staff know what to do if a child tells them he/she is being abused, exploited, or neglected. Staff 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 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 our staff are able to reassure victims that they are being taken seriously and that they will be supported and kept safe.

Abuse and neglect

All our staff are aware of indicators of abuse and neglect. As part of our safeguarding training, staff know what signs to look for to identify early signs of abuse and neglect and

specific safeguarding issues such as child criminal exploitation and child sexual exploitation to safeguard children who may be in need of help or protection. If staff are unsure, they always speak to the designated safeguarding lead, or deputy.

All our staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life.

Sexual abuse

This 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.

All our staff have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and sharing nudes and semi-nudes' images and or videos can be signs that children are at risk.

Our staff are also aware of the following safeguarding issues:

Section 12 - Online Safety

St. George's C of E First School and Nursery ensures that children are safeguarded from potentially harmful and inappropriate online material. We have an effective whole school approach to online safety which empowers us as a school, to protect and educate pupils, students, and our staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **Contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images(e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and

- **Commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group

We ensure online safety is a running and interrelated theme whilst devising and implementing policies and procedures including how online safety is reflected in other relevant policies. We consider online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead and engaging with parents to raise an awareness in order to support their children.

Section 13 - Opportunities to Teach Safeguarding

In our school children are taught about safeguarding, including online safety. We recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.

As part of providing a broad and balanced curriculum through Relationships Education (for all primary pupils) and Health Education (for all pupils in state-funded schools). The statutory guidance can be found here: **Statutory guidance: relationships education relationships and sex education (RSE) and health education.**

Section 14- Safeguarding in the Curriculum –

Children are taught about safeguarding in schools. The following areas are among those addressed in PSHE/RSE and in the wider curriculum.

- Bullying/Cyber Bullying

Our school's Christian values (e.g. respect, responsibility and compassion) are very strongly emphasised through daily acts of collective worship and our school culture.

- Drugs, Alcohol and Substance Abuse

In the context of science and PE we teach the children how to lead healthy lifestyles.

- Stranger danger

When preparing children for educational visits we remind them of the importance of staying with the adult they know and what to do if they are approached by someone they do not know. Through PSHE we teach the children what to do if they feel uncomfortable in the company of someone who makes them feel frightened, scared, uncertain or ill at ease. See also healthy relationships.

- Online Safety/mobile technologies

E-safety is explicitly taught in years 3 and 4. E-safety is also discussed on a 'need to know' basis for example if children are talking about a particular game, website or channel that is known to be a potential source of harm e.g. Momo challenge.

- Fire and Water Safety

Visits/talks from Firefighters in EYFS, The Great Fire of London in Years 1 and 2, Firework safety throughout the school in November and through the swimming curriculum in years 2, 3 and 4.

- Peer to peer abuse, including sexual violence and harassment

When appropriate we use the NSPCC 'pants' materials to teach the children about their private areas. Through our PE and swimming curriculum we teach the children about the importance of privacy.

- Road Safety

We use practical resources to teach the children how to be safe pedestrians from EYFS. When undertaking visits we discuss the risk assessment process and outcomes with the children so that they know how to keep themselves safe when on or near roads. In Year 4 the children participate in a pedestrian training programme in order to prepare them for walking to middle school independently in Year 5.

- Domestic Abuse

Our school's Christian values (e.g. respect, responsibility and compassion) are very strongly emphasised through daily acts of collective worship and our school culture.

- Healthy Relationships/Consent, so called Honour Based Violence issues (HBV) e.g. Forced Marriage, Female Genital Mutilation (FGM), Sexual Exploitation of Children (CSE)

Our school's Christian values (e.g. respect, responsibility and compassion) are very strongly emphasised through daily acts of collective worship and our school culture. We teach the children the 'zones of regulation' programme which emphasises the affect our behaviour has on others, comfortable and uncomfortable feelings and expected behaviours. See also stranger danger, peer to peer abuse, sexual violence and harassment

- Extremism and Radicalisation (in line with the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014).

Our school values and culture promote a strong understanding of British values such as mutual respect for and tolerance of those with different faiths and beliefs and for those without faith and democracy. We have a School Council which is democratically elected.

- Child Exploitation of Children

We use teaching resources from a variety of sources to help pupils understand a range of faiths, we ensure children have a voice through the school council which is democratically elected. We use zones of regulation to help children understand 'expected' and unexpected behaviours' and the impact unexpected behaviours have on others and how to regulate their emotions so that 'unexpected behaviour' is minimised. We use a 'Golden Ticket' reward system and behaviour reflection which help children to better understand when they are demonstrating our core Christian values and the impact it has on others when their behaviour does not reflect our core values.

Section 15 - Information Sharing

At St. George's C of E First School and Nursery we recognise the importance of information sharing between practitioners and local agencies. We have ensured arrangements are in place that set out clearly the processes and principles for sharing information within our school/college and with WCF children's social care, the safeguarding partners, other organisations, agencies, and practitioners as required.

In our school our staff are proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children,

whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

All staff and the Local Governing Board at St. George's C of E First School are very 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.

This includes:

- We are confident of the processing conditions which allow us to store and share information for safeguarding purposes, including information, which is sensitive and personal, and is treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner, but 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.
- seeking legal advice if we are unsure whether the serious harm test under the legislation is met/not met. If the serious harm test is met we will withhold providing data in compliance with schools' obligations under the Data Protection Act 2018 and the UK GDPR. Where in doubt schools should seek independent legal advice. For example, if a someone with parental responsibility asks about the location of a child, and that child is living in a refuge with someone else with parental responsibility information will be withheld because to share the information could put the child and other parent at risk of serious harm.

Staff understand, The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

When children transfer from our school/college the safeguarding records are also transferred via paper based files (for records up to September 2021) and CPOMS (from September 2021 onwards). Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving education setting, with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. In the event of a child moving out of area and a physical handover not being possible then the most secure method should be found to send the confidential records to a named Designated Safeguarding Lead. Files requested by other agencies e.g. Police, will be copied and proof of receipt will be acquired.

Section 17 - Records, Monitoring and Transfer

All staff are clear about the need to record and report concerns about a child or children within the school using the CPOMS system. Any volunteers or regular professional visitors without a CPOMS account will record and report concerns via the pink welfare concern forms available in the staffroom, office and in shared areas around school. Staff know to include the child's words as far as possible and should be timed and dated. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be passed over to other agencies.

Records relating to actual or alleged abuse or neglect are stored apart from normal pupil or staff records on the CPOMS system. Via the CPOMS system there is a record of children where incidents have been recorded and reported. This is to protect individuals from accidental access to sensitive material by those who do not need to know.

Child protection records are stored securely on the CPOMS system, with permissions for access being allocated to specific staff. For example, class teachers will be notified of incidents reported relating to children in their class, members of the Safeguarding Team will receive alerts of all incidents.

Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals (e.g. child who repeatedly goes missing) and ensuring these are acted upon.

A record of any allegations (proven) made against staff is kept in a confidential file by the Headteacher.

All concerns, discussions and decisions made, and the reasons for those decisions, are recorded in detail on CPOMS. This information is confidential and stored securely.

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.

If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

Section 18 - Procedures for Managing Concerns

St. George's C of E First School and Nursery adheres to child protection procedures that have been agreed locally through the Safeguarding Worcestershire <https://www.safeguardingworcestershire.org.uk/>

Where we identify children and families in need of support, we will carry out our responsibilities in accordance with the West Mercia Consortium inter-agency procedures and the WSCP Levels of Need Guidance.

The Designated Safeguarding Lead (DSL) is first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the deputy designated lead. In the absence of either of the above, the matter should be brought to the attention of another member of the Safeguarding Team.

All concerns about a child or young person are to be reported without delay and recorded in writing using CPOMS.

The DSL will consider what action to take and have appropriate discussions with parents/carers prior to referral to children's social care or another agency unless, to do so would place the child at risk of harm or compromise an investigation

All referrals will be made in line with local procedures as detailed on the Worcester Children First Website.

If, at any point, there is a risk of immediate serious harm to a child a referral are made to Children's Services immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-

consideration by raising concerns again with the DSL and/or the Head teacher. Concerns should always lead to help for the child at some point.

Staff must follow the reporting procedures outlined in this policy in the first instance.

However, they may also share information directly with Children's Services, or the police if:

- the situation is an emergency and the designated senior person, their deputy and the Head teacher are all unavailable.
- they are convinced that a direct report is the only way to ensure the pupil's safety.

Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Head teacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point they should contact Children's Services directly with their concerns.

Section 19 - Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

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

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 e.g. through others sharing videos or images of them on social media.

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

Section 20 - Child Abduction and Community Safety Incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

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

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important we provide practical advice on how to keep themselves safe. As a school/college we provide outdoor-safety lessons run by our teachers or by local police staff. Lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

Section 21 - Children Missing from Education

Children missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation. It is important the school's response to children missing from education supports identifying such abuse and also helps prevent the risk of them going missing in the future. This includes when problems are first emerging (that is, when attendance drops below 90%) but also where children are already known to local authority children's social care and need a social worker (such as on a child in need or child protection plan, or as a looked after child), where going missing from education may increase known safeguarding risks within the family or in the community.

Children at risk of missing in education are :

Children of compulsory school age who are:

- not on a school roll
- not being educated other than at school
- identified as having been out of any educational provision for a substantial period of time (4 weeks)

Children go missing from education for a number of reasons including:

- they don't start school at the appropriate time and so they do not enter the educational system
- they are removed by their parents
- behaviour and/or attendance difficulties
- they cease to attend, due to exclusion, illness or bullying
- they fail to find a suitable school place after moving to a new area
- the family move home regularly
- problems at home

The law requires all children between the ages of 5 and 16 to be in full time education.

St. George's C of E First School and Nursery duties regarding children missing education, including information schools **must** provide to the local authority when removing a child from the school roll at standard and non-standard transition points can be found in the department's statutory guidance:

[Worcestershire children first children missing from education guidance.](#)

[Statutory guidance children missing in education](#)

- general information and advice for schools and colleges can be found in the [Government's Missing Children and Adults Strategy.](#)

Elective Home Educated (EHE)

Many home educated children have an overwhelmingly positive learning experience. At St. George's C of E First School and Nursery we expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However we know this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended, we must inform our LA of all deletions from our 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, we will work together to coordinate a meeting with parents/carers where possible.

Section 22 - Children with Family Members in Prison

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

Section 23 - County Lines

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

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

St. George's C of E First School and Nursery identifies a child may be at risk of exploitation and the designated safeguarding lead will work with and support and consider completion of a GET SAFE risk assessment which will be referred to Worcestershire children first Get Safe Team for further assessment and support. The designated safeguarding lead will also consider referral to Worcestershire Children First Family Front Door as part of our schools and local safeguarding procedures. More information can be found: [Get Safe - keeping children and young people safe from criminal exploitation](#)

Section 24 - Domestic Abuse

Ending Domestic abuse Save Lives

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of sex or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional.

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

At St. George's C of E First School and Nursery, where we identify a victim of domestic abuse being high risk. We will consider a referral to MARAC (multi agency risk assessment conference). The purpose of MARAC is to share information and establish a multi-agency action plan to support the victim and to make links with other public protection procedures, particularly safeguarding children, vulnerable adults and the management of offenders. We will continue to provide help and support in order to safeguard children. This will usually be led by the designated safeguarding lead. MARAC does not replace a referral to children social care.

[Worcestershire children first Domestic abuse guidance](#)

Section 25 - Operation Encompass

St. George's C of E First School and Nursery are receiving Operation Encompass Notifications. Operation Encompass is to highlight that a Domestic Abuse Incident has taken place and the police have been called.

When we receive a notification we will inform the staff who work most closely with the child(ren) concerned and they will keep an eye on changed behaviour and logging anything out of the ordinary. Operation Encompass is working really well in Worcestershire Schools and Worcestershire Children First have successfully notified over 8000 incidents since 2019. All this is great news for children and their families. It helps police and schools work together to provide emotional and practical help to children.

The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform Worcestershire Children First, who then inform the School (usually the Designated Safeguarding Lead) in school before the child or children arrive at school the following day. This is so we have up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs.

Section 26 - Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead and members of the Safeguarding Team are aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases we will consider homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's Services will be the lead agency for these young people. If we become aware that the older sibling of a pupil at St. George's is in this situation we will make Children's Services aware.

Section 27 - So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as **breast ironing**.

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. We are 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 are handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Actions

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead or deputy or a member of the Safeguarding Team. As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers.

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

Section 28 - 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. Staff at St. George's C of E First School and Nursery understand we could potentially play an important role in safeguarding children from forced marriage, particularly among the older siblings of pupils in our care. The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), pages 35-36 of which focus on the role of schools and colleges. School staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fco.gov.uk.

Section 29 - Preventing Radicalisation

Staff at St. George's C of E First School and Nursery know children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from harm. As part of our whole safeguarding approach we include and consider the following;

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

As defined in the Government's Counter Extremism Strategy, <https://www.gov.uk/government/publications/counter-extremism-strategy>.

As defined in the Revised Prevent Duty Guidance for England and Wales, <https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>.

As defined in the Terrorism Act 2000 (TACT 2000), <http://www.legislation.gov.uk/ukpga/2000/11/contents>

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 are alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff use their judgement in identifying children who might

be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

The school's designated safeguarding lead, deputy or any member of the Safeguarding Team are aware of local procedures for making a PREVENT referral.

Section 30 -The Prevent Duty

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

The Prevent duty is part of our school/college' wider safeguarding obligations. Designated safeguarding leads and other senior leaders are familiar with with the revised Prevent duty guidance: for England and Wales,

There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges

Section 31 - Channel

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

Guidance on Channel is available at: Channel guidance.

The Home Office has developed three e-learning modules:

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

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

Section 32 - Relationships and Sex Education

This may include covering relevant issues for schools through Relationships Education (for all primary pupils) and Health Education (for all pupils in state-funded schools) which was made compulsory from September 2020. The statutory guidance can be found here: Statutory guidance: relationships and sex education (RSE) and health education.

The Department has produced a one-stop page for teachers on GOV.UK, which can be accessed here: [Teaching about relationships sex and health](#). This includes teacher training modules on the RSHE topics and non-statutory implementation guidance. The following resources may also help schools and colleges:

- [DfE advice for schools: teaching online safety in schools](#)
- [UK Council for Internet Safety \(UKCIS\)30 guidance: Education for a connected- world](#)
- National Crime Agency's CEOP education programme: [Thinkuknow](#)
- Public Health England: [Rise Above](#)

Relationships Education (for all primary pupils) and Health Education (for all pupils in state-funded schools) which will be compulsory from September 2021. Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects.

Section 33 - Peer on Peer Abuse (child on child)

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

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

All our 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 "boy 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.

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- sexual violence, such as rape, assault by penetration and sexual assault;(this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;

- consensual and non-consensual sharing of nudes and semi nudes' images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All our staff are clear as to the school's policy and procedures with regards to peer on peer 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.

All our staff will 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 our staff are aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools is provided in the Home Office's [Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance](#).

All our staff are aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include but may not be limited to:

- abuse in intimate personal relationships between peers.
- bullying (including cyberbullying).
- 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);

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

Child on child sexual violence and sexual harassment

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

St. George's C of E First School and Nursery will respond to reports of child on child sexual violence and sexual harassment.

For detailed information on what sexual violence and sexual harassment constitutes, important context to be aware of, related legal responsibilities for schools and colleges, advice on a whole school or college approach to preventing child on child sexual violence and sexual harassment and more detailed advice on responding to reports see departmental advice: [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#).

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

St. George's C of E First School and Nursery carefully consider any report of sexual violence and/or sexual harassment. 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 or college'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. We will support victims to 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/ college's duty and responsibilities to protect other children;
- the nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour;
- 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).

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

Any report of sexual violence is likely to be traumatic for the victim. 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/college 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 or college should also consider how best to keep the victim and alleged perpetrator(s) a reasonable distance apart on school or college premises (including during any before or after school-based activities) and on transport to and from the school or college, 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 or college premises and school or college transport, should be considered immediately. In all cases, the initial report should be carefully evaluated, reflecting the considerations set out at paragraph 391. The wishes of the victim, the nature of the allegations and the

protection of all children in the school or college will be especially important when considering any immediate actions.

Options to manage the report

St. George's C of E First School and Nursery will consider every report on a case-by-case basis as per paragraph 391. 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, we will 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 us from taking immediate action to safeguard children, where required. There are four likely scenarios to consider when managing any reports of sexual violence and/or sexual harassment.

- that sexual violence and sexual harassment can take place within intimate personal relationships between peers.
- are there ongoing risks to the victim, other children, adult students or school or college staff; and
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

Child and adolescent mental health services (CAMHS)

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.

Safeguarding and supporting the alleged perpetrator(s)

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

- school have a difficult balancing act to consider. On one hand, we need to safeguard the victim (and the wider pupil/student body) and on the other hand provide the alleged perpetrator(s) with an education, we will safeguard and support as appropriate and implement any disciplinary sanctions.
- we will consider the age and the developmental stage of the alleged perpetrator(s) and nature of the 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.
- we will 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. Harmful sexual behaviours in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials. Advice should be taken, as appropriate, from children's social care, specialist sexual violence services and the police.
- if an alleged perpetrator does move to another educational institution (for any reason), we will inform the new educational institution of any ongoing support needs and where appropriate, potential risks to other children and staff. The designated

safeguarding lead will take responsibility to ensure this happens as well as transferring the child protection file.

- The National Organisation for the Treatment of Abusers (NOTA) provides support for professionals involved in work with, or related to, sexual offending.

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

We understand the importance that all victims are taken seriously and offered appropriate support. Staff are aware that some groups are potentially more at risk. We know that evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff are aware of the importance of:

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

What is sexual violence and sexual harassment? It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

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

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

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

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s

dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names.
- sexual “jokes” or taunting.
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be stand-alone, or part of a wider pattern of sexual harassment and/or sexual violence.
- It may include non-consensual sharing of sexual images and videos.
- sexualised online bullying.
- unwanted sexual comments and messages, including, on social media.
- sexual exploitation; coercion and threats; and upskirting.

Upskirting

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

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

Section 34 -Children with Additional Vulnerabilities

There are many children who have additional needs or whose living arrangements may mean that they are more vulnerable to harm, for example children with special educational needs, disabled children, children in public care or privately fostered children. It is essential that the school knows who shares parental responsibility for children and has effective relationships with partner agencies in relation to these children (for example, Virtual School for Children in Care).

Name school/college will ensure that staff have sufficient knowledge and guidance so that they are aware of the additional challenges faced by these children and the impact of their additional vulnerabilities. These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury relate to a child’s disability without further

exploration; no single point of contact for the school as a child has a number of care-givers and involved professionals; assumptions that state approved care-givers are providing safe care for the child; communication needs of a child which can lead to over reliance on parental accounts and interpretations.

What should schools do?

St. George's C of E First School and Nursery will contact Family Front door when they have a concern about a child, they should contact Family Front Door If the concerns are based on more concrete indicators – i.e., the young person says this is going to happen to them, or disclosure that it has happened to them or to an older sister – schools should make a child protection referral and inform the Police as required by the mandatory reporting duty. Schools should not:

- Contact the parents before seeking advice from children's social care.
- Make any attempt to mediate between the child/young person and parents.

It is important to keep in mind that the parents may not see FGM or Breast Ironing as a form of abuse; however, they may be under a great deal of pressure from their community and or family to subject their daughters to it.

The 'one chance' rule

In the same way that we talk about the 'one chance rule' in respect of young people coming forward with fears that they may be forced into marriage, young people disclosing fears that they are going to be sent abroad for FGM are taking the 'one chance', of seeking help.

It is essential that we take such concerns seriously and act without delay. Never underestimate the determination of parents who have decided that it is right for their daughter to undergo FGM. Attempts to mediate may place the child/young person at greater risk, and the family may feel so threatened at the news of their child's disclosure that they bring forward their plans or take action to silence her.

Section 35 - Protecting Children

- St. George's C of E First School and Nursery will be doing all we reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, governing bodies and proprietors will ensure school/ college has appropriate filters and monitoring systems in place.
- We will safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, governing bodies and proprietors take into consideration the age range of pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks.
- The appropriateness of any filters and monitoring systems are a matter for individual schools and will be informed in part, by the risk assessment required by the Prevent Duty. The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like: [UK Safer Internet Centre: appropriate filtering and monitoring](#).
- Guidance on e-security is available from the [National Education Network](#). Support for schools is available via the: [schools' buying strategy](#) with specific advice on procurement here: [buying for schools](#).
- Name school/college approach to online safety. This will include a clear policy on the use of mobile technology in the school/college. Many children have unlimited and

unrestricted access to the internet via 3G, 4G and 5G in particular and the school/college should carefully consider how this is managed on their premises.

Section 36 -Allegations Against Staff

St. George's C of E First School and Nursery, we have our own procedures for dealing with allegations against a member of staff, supply teacher, volunteer or contractor. These procedures are consistent with local safeguarding procedures and practice guidance and have regard to this guidance. It is important that policies and procedures make clear to whom allegations should be reported and that this should be done without delay. A "case manager" will lead any investigation. This will be either the headteacher or principal, or, where the headteacher is the subject of an allegation, the chair of governors or chair of the management committee and in an independent school it will be the proprietor.

- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Allegations/concerns that do not meet the harm threshold

If an allegation does not meet the threshold, we will manage appropriately to safeguard young people.

The initial response to an allegation

Where we identify a child that there may be an immediate risk of harm to a child or if the situation is an emergency, we will contact children's social care services and as appropriate the police immediately as per the processes explained in Part one of this guidance.

We will consider when an allegation is made:

Looking after the welfare of the child - the designated safeguarding lead is responsible for ensuring that the child is not at risk, referring cases of suspected abuse to the local authority children's social care as described in Part one of this guidance.

Investigating and supporting the person subject to the allegation - the case manager should discuss with the Local Authority Designated Officer (LADO), the nature, content and context of the allegation, and agree a course of action.

When dealing with allegations, we will :

- apply common sense and judgement.
- deal with allegations quickly, fairly, and consistently; and
- provide effective protection for the child and support the person subject to the allegation.

St. George's C of E First School and Nursery will ensure all staff understand the local authority arrangements for managing allegations, including the contact details and what information the LADO will require when an allegation is made. Before contacting the LADO,

schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. For example:

- was the individual in the school or college at the time of the allegations?
- did the individual, or could they have, come into contact with the child?
- are there any witnesses? and,
- was there any CCTV footage?

St. George's C of E First School and Nursery are familiar with what initial information the LADO will require. This information can be found in local policy and procedural guidance provided by the LADO service.

When to inform the individual of the allegation should be considered carefully on a case-by-case basis, with guidance as required from the LADO, and if appropriate children social care and the police.

If there is cause to suspect a child is suffering, or is likely to suffer significant harm, a strategy discussion involving the police and/or children's social care services will be convened in accordance with the statutory guidance: Working Together to Safeguard Children.

If the allegation is about physical contact, for example restraint, the strategy discussion or initial evaluation with the LADO should take into account that teachers and other school/college staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour. Further information about the use of reasonable force can be found on GOV.UK. Where it is clear that an investigation by the police or children's social care services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the LADO should discuss the next steps with the case manager.

Supply teachers

In some circumstances, St. George's C of E First School and Nursery will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply; for example, supply teachers provided by an employment agency or business.

Whilst St. George's C of E First School and Nursery are not the employer of supply teachers, we will ensure allegations are dealt with properly. In no circumstances will we decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. Governing bodies and proprietors will discuss with the supply agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

Agencies should be fully involved and co-operate with any enquiries from the LADO, police and/or children's social services. The school/college will take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school/college, are under the supervision, direction and control of the Local Governing Board or proprietor when working in the school/college. They should be advised

to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are considered by the school or college during the investigation.

When using a supply agency, schools will inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

Governors. If an allegation is made against a governor, school/college will follow their own local procedures. Where an allegation is substantiated, we will follow the procedures to consider removing them from office.

Suspension

Suspension is not be an automatic response when an allegation is reported. All options to avoid suspension should be considered prior to taking that step. The case manager **must** consider carefully whether the circumstances warrant suspension from contact with children at the school or college, or until the allegation is resolved. It should be considered only in cases where there is cause to suspect a child or other children at the school/college is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. If in doubt, the case manager will seek views from their personnel adviser and the LADO, as well as the police and children's social care where they have been involved.

Where the case manager is concerned about the welfare of other children in the community or the member of staff's family, they should discuss these concerns with the designated safeguarding lead and make a risk assessment of the situation. It may be necessary for the designated safeguarding lead to make a referral to children's social services.

Where our school/sixth form college is made aware that the Secretary of State has made an interim prohibition order, in respect of an individual who works at a school/sixth form college, we will take immediate action to ensure the individual does not carry out work in contravention of the order. This means that pending the findings of the TRA investigation, the individual **must not** carry out teaching work. St. George's C of E First School and Nursery has clear policy on pay arrangements whilst the person is suspended or where there is an interim prohibition order in place.

In many cases, an inquiry can be resolved quickly and without the need for suspension. The employer will decide on whether the individual should continue to work at St. George's C of E First School and Nursery, based on consultation with the LADO who will provide relevant information we receive from the police or children's social care on whether they have any objections to the member of staff continuing to work during the investigation of the case. The case manager should be as inventive as possible to avoid suspension.

Based on advice from the school or college's HR provider and/or a risk analysis drawn up with the LADO, the following alternatives should be considered by the case manager before suspending a member of staff:

- redeployment within the school/ college so that the individual does not have direct contact with the child or children concerned;
- providing an assistant to be present when the individual has contact with children; redeploying to alternative work in the school/ college so the individual does not have unsupervised access to children;

- moving the child or children to classes where they will not come into contact with the member of staff, making it clear that this is not a punishment and parents have been consulted; or
- temporarily redeploying the member of staff to another role in a different location, for example to an alternative school or college or where available, work for the local authority or academy trust.

These alternatives allow time for an informed decision regarding the suspension, this will, however, depend upon the nature of the allegation. The case manager will consider the potential permanent professional reputational damage to employees that can result from suspension where an allegation is later found to be unfounded, unsubstantiated, malicious or false.

If immediate suspension is considered necessary, the case manager should record the rationale and justification for such a course of action. This should also include what alternatives to suspension have been considered and why they were rejected.

Where it has been deemed appropriate to suspend the person, written confirmation will be given within one working day, giving as much detail as appropriate for the reasons for the suspension. It is not acceptable for an employer to leave a person who has been suspended without any support. The person should be informed at the point of their suspension who their named contact is within the organisation and provided with their contact details.

Children's social care services or the police may give their view to the LADO but they cannot require the case manager to suspend a member of staff or a volunteer, although the case manager should give appropriate weight to their advice. The power to suspend is vested in the Local Governing Board or proprietor who are the employers. However, where a strategy discussion, or initial assessment, concludes that there should be enquiries by the children's social care services, and/or an investigation by the police, the LADO should canvass police and children's social care services for views about whether the accused member of staff should be suspended from contact with children. Police involvement does not make it mandatory to suspend a member of staff; this decision should be taken on a case-by-case basis having undertaken a risk assessment about whether the person poses a risk of harm to children.

St. George's C of E First School and Nursery have processes and procedures in place to manage any safeguarding concerns about staff members (including supply staff and volunteers).

If staff have safeguarding concerns or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, then:

- this should be referred to the headteacher;
- where there are concerns/allegations about the headteacher, this should be referred to the CEO;

St. George's C of E First School and Nursery will comply with guidance about conduct and safe practice, including safe use of mobile phones. Pupils' allegations or concerns about staff conduct will be taken seriously and followed up in a transparent and timely way.

St. George's C of E First School and Nursery will follow up where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers has:

- behaved in a way that has harmed a child or may have harmed a child.

- possibly committed a criminal offence against or related to a child.
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

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

Members of staff, **supply staff and volunteers** who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place. Allegations against a teacher who is no longer teaching will be referred to the police. Historical allegations of abuse should also be referred to the police.

St. George's C of E First School and Nursery have a duty of care to their employees. We will ensure we provide effective support for anyone facing an allegation and provide them with a named contact if they are suspended. Where St. George's C of E First School and Nursery are not the employer of an individual, they still have responsibility to ensure allegations are dealt with appropriately and that they liaise with relevant parties (this includes supply teachers and volunteers, see paragraphs on supply teachers below). It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and, at the same time supports the person who is the subject of the allegation.

Low Level Concerns and how to report them

Low level concerns about a member of staff will always be recorded. If there are concerns about Supply Staff or Contractors these should be reported to their employer to ensure that any pattern of inappropriate behaviour can be identified. Staff are also encouraged to feel confident to self-refer if they feel that they have been in a situation which could be misinterpreted as being compromising or if they feel that they may have behaved in a way that falls below the expected standards of professionalism.

All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible. Records will be retained by the Head teacher and will reviewed regularly so that potential patterns of concerning behaviour can be identified. Should the level of concern reach the harms threshold the case will be referred to the LADO. Records will be retained until the individual ceases to be employed in the school.

Section 37 -Managing Professional Disagreements

On occasions there will be disagreements between professionals as to how concerns are handled, and these can impact on effective working relationships. The school will support staff to promote positive partnerships within school and with other agencies and will ensure that staff are aware of how to escalate concerns and disagreements if appropriate and use the WSCP escalation procedures if necessary.

Section – 38 The Use of 'reasonable force' in Schools and Colleges

There are circumstances when it is appropriate for staff of name school use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. At St. George's a number of staff are trained to use TEAM TEACH methods. 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.

- Departmental advice for schools is available Use of reasonable force in schools guidance <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Section 39 -Private fostering - LA notification when identified

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/college staff through the normal course of their interaction, and promotion of learning activities, with children.

We will then notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child.

See DfE statutory guidance Children Act 1989 Private fostering for comprehensive guidance on private fostering

A private fostering arrangement occurs when someone other than a parent or a close relative care for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or aged under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases, so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.

By law, a parent, private foster carer, or other persons involved in making a private fostering arrangement must notify Children's Services as soon as possible. If we become aware of a privately fostering arrangement, we will check that Children's Services have been informed.

Section 40 -Children Looked After and Previously Children Looked After

The most common reason for children becoming looked after is because of abuse and/or neglect. Governing bodies and proprietors will ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

..... We ensure that appropriate staff have 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 the child's contact arrangements with birth parents or those with parental responsibility. We also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated Safeguarding lead 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.

Section 41 -Statutory Children's Social Care Assessments and Services

Concerns about a child's welfare should be referred to local authority children's social care. Where a child is suffering, or is likely to suffer from harm, school/college will make a referral to children's social care and if appropriate the police is made immediately. Referrals will follow the local referral process. Children's social care assessments should consider where children are being harmed in contexts outside the home, Name of school / colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm. Additional information is available here: [Contextualised Safeguarding](#)

Chapter one of Working Together to Safeguard Children. Examples of poor practice include:

- failing to act on and refer the early signs of abuse and neglect.
- poor record keeping.
- failing to listen to the views of the child.
- failing to re-assess concerns when situations do not improve.
- not sharing information with the right people within and between agencies.
- sharing information too slowly; and
- a lack of challenge to those who appear not to be acting. [Escalation Policy: Resolution of Professional Disagreements](#)

Section 42 - Mental Health

St. George's C of E First School and Nursery are 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.

St. George's C of E First School and Nursery staff 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.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.

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.

St. George's C of E First School and Nursery have access to a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the [mental health and behaviour in schools guidance](#), colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing, and resilience among children. See Rise Above for links to all materials and lesson plans.

If St. George's C of E First School and Nursery have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken, following our child protection policy, and speaking to the designated safeguarding lead or a deputy.

St. George's C of E First School and Nursery will seek advice and guidance from [Preventing and Tackling Bullying](#), and [Mental Health and Behaviour in Schools](#)

Section 43 -Children Potentially at Greater Risk of Harm

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

Sometimes 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 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 may hold and use this information so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes. This will be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools to safeguard and promote the welfare of children.

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.

What school staff look out for

Any child may benefit from early help, but all school/college staff will 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 they have a statutory Education, Health and Care Plan or not);
- 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 care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, 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 drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of honour-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child; and
- is persistently absent from education.

Section 44 - Use of School Premises

St. George's C of E First School and Nursery will ensure that when/if we hire out our school facilities/premises to organisations or individuals (for example to community groups, sports associations and service providers to run community or extra-curricular activities) we will ensure that appropriate arrangements are in place to keep children safe.

When services or activities are provided by St. George's C of E First School and Nursery under the direct supervision or management of our school the arrangements for child protection will apply.

Section 45 - Alternative Provision

St. George's C of E First School and Nursery are aware of the additional risk of harm that their pupils may be vulnerable to.

The Department has issued two pieces of statutory guidance to which commissioners of Alternative Provision should have regard:

- Alternative provision - DfE Statutory Guidance
- Education for children with health needs who cannot attend school

Other Relevant Policies

The Local Governing Board's statutory responsibility for safeguarding the welfare of children goes beyond compliance with child protection procedures. The safeguarding duty is

relevant for the discharge of all functions and activities. This policy needs to be considered in conjunction with the following policies: *(School specific list and links)*

- Behaviour Management
- Peer on Peer abuse
- Staff Code of Conduct
- Racist Incidents
- Anti-Bullying (including Cyber Bullying)
- Physical Interventions/Restraint (DfE Guidance "Use of Reasonable Force" and "Screening, Searching and Confiscation")
- Special Educational Needs
- Sexual Violence and Sexual Harassment Policy
- Trips and Visits
- Work Experience and Extended Work Placements
- First Aid and the Administration of Medicines
- Health and Safety
- Healthy Relationships
- Education
- Site Security
- Complaints Procedure
- Safe and Appropriate Use of Images
- Equal Opportunities
- Toileting/Intimate Care
- Online Safety
- Extended School Activities
- Supporting Pupils/Students with Medical Conditions
- Looked After Children
- Private Fostering
- Preventing Extremism and Radicalisation
- Whistleblowing