Worcestershire Children First Safeguarding Children Policy

(Including Child Protection) – adopted by

Sytchampton Endowed Primary School

September 2024

This policy is reviewed at least annually by the governing body and was

Last reviewed on Date: 12th September 2024

Next Review Date: September 2025

Signature……………………………. (Chair of Governors)

Print Name………………………….

Contents

6. Child Protection and Safeguarding Procedures

6.1 Recognising and Raising a Child Protection or Safeguarding concern

6.2 Responding to concerns – including Early Help

6.2a Responses to specific concerns – *where there is additional reporting duty or statutory guidance*

- **CME and Persistently absent children**
- **Children Missing Education**
- **Persistent or prolonged absence**
- **Elective Home Education**
- **Private fostering - LA notification when identified**
- **Operation Encompass**
- **So-called 'honour-based' abuse (HBA)**
- **Prevent**
- **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

6.2b Responses to Child on Child abuse

6.3 Record Keeping

6.4 Information Sharing

- **Sharing within and between agencies**
- **Transfer of safeguarding records**

6.5 Children in Specific Circumstances

- **Children Looked After and Previously Children Looked After**
- **Children with a Social Worker** (Child in Need and Child Protection Plans) **or having suffered ACEs**
- **Children with Additional Vulnerabilities**
- **Alternative Provision**

6.6 Multi-Agency Working

6.7 Managing Personnel

- **Safer Recruitment**
- **Managing people on site**
- **Maintaining records**
- **Managing Allegations**
- **Managing Professional Disagreements**

6.8 Hire of School Premises

APPENDICES

Appendix 3: Signs of Vulnerability

Appendix 4: Child on Child Abuse (Including Sexual abuse and sexual violence)

Appendix 5: Linked Policies

1. Introduction and Safeguarding Statement

In defining Safeguarding we use the KCSIE and Working Together to Safeguarding Children definition:
Safeguarding and promoting the welfare of children is defined as:
• *Providing help and support to meet the needs of children as soon as problems emerge*
• *protecting children from maltreatment, whether that is within or outside the home, including online*
• *preventing the impairment of children's mental and physical health or development*
• *ensuring that children grow up in circumstances consistent with the provision of safe and effective care*
• *taking action to enable all children to have the best outcomes.*

At Sytchampton Primary School we recognise that safeguarding and promoting the welfare of children is paramount. We work hard to create and sustain open, honest and trusting relationships between staff, children, families and other stakeholders to help us to identify, act upon and support in areas of need. Through these relationships and the support that we offer, we promote our pupils' welfare, safety, health and well-being.
We recognise safeguarding in its widest sense; encompassing:

- Child Protection
- Relationships and Safeguarding Education
- Early Help for families and building Community Relations
- Ensuring a safe physical, psychological and online environment
- Supporting mental health and wellbeing
- Safe recruitment and management of staff, volunteers and the wider school support network

We have a wholly inclusive approach to education at Sytchampton recognising that the safest place for children is in school, and mistakes are opportunities to learn and grow. Exclusion of any child is an absolute last resort and, while abusive or demeaning behaviours are never tolerated, we follow our behaviour principles in addressing the behaviours, while not devaluing or rejecting the individual.
We work with professional curiosity based upon the understanding that 'It could happen here, amongst our children, our families, our staff and our community.' Where concerns are raised in any arena, we apply the safeguarding question 'is there reasonable cause to suspect neglect, abuse or exploitation or the intent to abuse or exploit here?'
This policy aims to clarify roles and responsiblities, provide information and detail procedures in safeguarding our children, in order that they can thrive in a safe, happy and nurturing environment.

Our Safeguarding policy draws upon duties conferred by the Children Acts 1989 and 2004, The Children and Families Act 2014, S175 of the 2020 Education Act, and the guidance contained in [Working Together to Safeguard Children 2023](#), the DfE's statutory Guidance [Keeping Children Safe in Education September 2024.](#) It also takes account of other guidance and advice including [Behaviour in Schools 2022](#) and [RelationshipsEducation, Relationships and Sex Education and (RSE) and Health Education](#)
It also accounts for the relevant rights conferred by the European Convention on Human Rights.
 For a full list of the relevant legislation see Appendix 1
Our local area child safeguarding arrangements are laid out in line with Working Together to Safeguard Children, by the [West Midlands procedures:](#)
 Worcestershire is one of nine local areas that collaborate with regards to child safeguarding procedures. Each local area's multi-agency safeguarding arrangements are led by the statutory safeguarding

partners/organisations: local authorities, clinical commissioning groups and the police. This regional approach to multi-agency working around safeguarding, reflects the fact that so many partner organisations (including Police, Probation, Health and many others) span an area that crosses local authority boundaries. WSCP Levels of Need Guidance is the threshold document which sets out the local criteria for action when an Early Help (sometimes referred to as Early Intervention) response is needed, and the criteria for making a referral to local authority children's social care.

2. Key Personnel

All Personnel can be contacted through the school office: 01905 620418

       All Staff: office@ sytchampton.worcs.sch.uk

       All Governors: seps-govclerk@sytchampton.worcs.sch.uk

Designated Safeguarding Lead: *(including responsibility for GET SAFE, Prevent):* Catherine Brogan

Deputy Designated Safeguarding Lead: Mrs L Lawson, Mrs L Oliver

Nominated Safeguarding Governor (including CLA): Dr Baylon Kamalarajan

Interim Headteacher: Mrs Catherine Brogan

Chair of Governors: Dr Pinky Jain

Online safety Co-ordinator: Catherine Brogan

Designated Mental Health Lead: Catherine Brogan

Designated Teacher for CLA/CiC: Catherine Brogan

Safeguarding in Education Adviser, WCC:
Denise Hannibal
Tel: 01905 844436 / Mob: 07825 531295
Email: dhannibal@worcschildrenfirst.org.uk

Local Authority Designated Officer/Position of Trust:
Worcestershire Children First LADO
Sue Taylor
Tel: 01905 846221
Email: staylor5@worcschildrenfirst.org.uk

Family Front Door:
01905 822666 (core working hours) Out of hours or at weekends: **01905 768020**

NSPCC's whistleblowing advice line (link here)
For staff who wish to raise a concern about safeguarding or child protection failures and do not feel able to do this internally. Staff can call 0800 028 0285 –8:00 am to 8:00 pm, Monday to Friday.
email: help@nspcc.org.uk

Section 3 - Safeguarding Roles and Responsibilities

3.1 A whole school approach

This policy applies to all staff, governors, volunteers, and visitors to our school. Safeguarding children is the responsibility of all our staff and stakeholders.

The Governing Board and School Leaders will ensure that through this policy, its implementation, monitoring, training and communication:

- we comply with our duties under all relevant legislation and that this policy and our procedures are effective and comply with the law at all times
- we facilitate a whole school approach to safeguarding based on good relationships and structured education programmes, which engender confidence in children and adults to raise concerns
- 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 and children's wishes are taken into account
- staff are appropriately trained in understanding and implementing this policy through regular training and ongoing support
- families and working partners are made aware of this policy, by publishing it on our school website, displaying appropriate information in our reception and on the school website and by raising awareness at meetings with our parents/carers
- where there is a safeguarding concern, the child's wishes and feelings are sought and taken into account when determining what action to take and what services to provide
- systems are in place for children to express their views and give feedback, such as pupil voice activities and opportunities to discuss issues during PSHE lessons
- our staffing structure includes all key named roles, including Designated Safeguarding Lead, Special Educational Needs Co-ordinator and Designated Teacher and this information is readily accessible within this policy and on the school website
- All our staff are aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues including the Headteacher
- we respond robustly when concerns are raised or complaints made (from children or adults) to promote a safer environment and:
    - o we seek to learn from complaints and comments
    - o we take action and seek to resolve the concerns in a timely way, keeping people informed as to progress wherever possible.
    - o the school's complaints procedures are readily available on the school website or from the school office.
- We refer to KCSIE for up to date and detailed information on all areas of safeguarding and child protection (Specifically Annexe B – Further Information)

In our school we will:
- Establish and maintain an ethos where children feel secure, 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

- Ensure that any allegations, including those of Child on Child abuse, sexual harassment or sexual violence are taken seriously and dealt with in line with this policy and our associated behaviour and anti-bullying policies
- Include in the curriculum activities and opportunities (specifically through PHSE/ computing/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, in line with our Safer Recruitment Policy
- In line with 'Working Together 2023', liaise with the Worcestershire Children's Safeguarding Board partners: Local Authority, Police and Health
- Use local information (e.g. local crime statistics and working with PCSOs) to undertake dynamic risk assessments and respond to and minimise these risks
- Protect the fundamental rights and freedoms that everyone in the UK is entitled to. Through our safeguarding policies and procedures we will seek to ensure that no child is subject to harassment, violence or abuse of any sort as this may breach any or all of these rights.
- Work in line with the Equality Act to ensure that no child is discriminated against through our policies or the enactment of them

To this end the roles and responsibilities of specific parties are detailed below:

3.2 Governing Board
In accordance with the Statutory Guidance "Keeping Children Safe in Education" (KCSIE) September 2024, we will ensure that all governors and trustees receive appropriate safeguarding and child protection (including online safety) training at induction and at least annually. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in our school are effective and support the delivery of a whole school approach to safeguarding.

Our Governing Board will ensure that:
- There are 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
- Governors have an enhanced criminal records certificate from the DBS and this is recorded on our Single Central Record
- A section 128 check for school governors, is carried out and none of our governors are subject to a Section 128 Direction
- We operate Safe Recruitment Practices and a nominated Governor has undertaken Safer Recruitment Training in line with this
- 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 member of the Senior 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. Due to the size of our school and working patterns this cover may be by telephone, and/or from partner schools, but will always be available.

- The Designated Safeguarding Lead undertakes effective Safeguarding update 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, 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 KCSIE 2024). (See section 4)

- Any deficiencies or weaknesses in these arrangements brought to the attention of the Governing Board will be rectified without delay.

- The Chair of Governors (or, in the absence of a Chair, the Vice Chair) 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".

- Information is provided to the Local Authority (on behalf of the WSCP) when requested, for example through the Annual Safeguarding Return (e.g. section 175 audit)

- Children are taught about safeguarding, including online safety. This is as part of providing a broad and balanced curriculum (see section 5.2)

- There is a Nominated Safeguarding Governor (see Section 2) 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 Governing Board

- The school contributes to inter-agency working in line with statutory guidance "Working Together to Safeguard Children" 2023 including providing a co-ordinated offer of Early Help for children who require this. Early Help Offer,

- Safeguarding arrangements take into account the procedures and practice of the local authority and the Worcestershire Safeguarding Children Partnership (WCSP)

- Personal information is processed fairly and lawfully and kept secure in line with the Data Protection Act 2018 and the GDPR Data protection: toolkit for schools

- Our School complies with all legislative safeguarding duties, including the duty to report suspected or known cases of FGM, the duty to prevent young people from being drawn into terrorism and the duty to take a robust and proactive approach to managing any Child on Child abuse

- In conjunction with the Headteacher and DSL they assess levels of risk within the school and ensure actions are put into place to reduce that risk

3.3 Head Teacher
The Head Teacher will ensure that:
- The Safeguarding policies and procedures adopted by the 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 and dealt with in line with our *Statement of Procedures for Managing Allegations Against Staff & Concerns about Staff Behaviour*

- 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.
- Staff are provided with the relevant training, policies and support as detailed in section 4.2

3.4 Designated Safeguarding Lead

- Our designated safeguarding lead has lead responsibility for safeguarding and child protection as defined in this policy and Annex C KCSIE
- The designated safeguarding lead will always be a member of the Senior Leadership Team
- We also have fully trained deputy designated safeguarding leads. Whilst the activities of the designated safeguarding lead can be delegated to these appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with our Designated Safeguarding Lead or Interim Designated Safeguarding Lead in the case of a long term absence/secondment etc. This responsibility will not be delegated.
- The DSL and DDSL role is explicit in their job descriptions and they have undertaken training to provide them with the knowledge and skills required to carry out the role (see section 4).
- The designated safeguarding lead and any deputies will liaise with the [safeguarding partners](), and work with other agencies in line with [Working Together to safeguard children]() this 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 deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Due to working patterns and the size of the school leadership team, this may be by telephone or from partner schools. Where out of hours activities are taking place (residentials, trips etc), a DSL will also be available for staff to contact by telephone.

The DSL and DDSLs ensure that:

- All concerns raised by staff, visitors, children or families are logged and followed up in line with this policy, child protection procedures and KCSIE guidance
- All disclosures and concerns that meet threshold (in line with [WSCP Levels of Need Guidance]()) are referred on appropriately
- All ongoing cases are monitored through at least monthly DSL supervision meetings and ongoing conversations with relevant staff
- Families are supported or signposted as appropriate in line with our [Early Help Offer](),
- Staff are regularly updated with relevant safeguarding information
- Staff are encouraged to raise concerns and are always taken seriously

- The school's safeguarding systems are up to date, in line with KCSIE and effective; including online filtering and monitoring systems in line with [Meeting Digital and Technology Standards in Schools and Colleges](#)

3.5 All Staff (including Headteacher and DSL)

All staff will ensure that:

- They engage with, understand and act upon training given on induction and at least annually that ensures that they are familiar with the following:
  - Safeguarding Policy including:
    - Child Protection Procedures,
    - measures taken to prevent and respond to Child on Child Abuse, including sexual harassment and sexual violence
    - the safeguarding response to children who go missing from education including the difference between children missing from education and children absent from education (attendance policy)
    - key elements of Keeping Children Safe in Education (specifically part 1)
    - the filtering and monitoring systems in school and cyber-security responsibilities to ensure the safety of our children online (online safety and acceptable use policy)
  - the identity and role of the Designated Safeguarding Leads (including deputies)
  - Behaviour Policy (including the measures taken to prevent bullying and cyberbullying and all discriminatory bullying),
  - Worcestershire Code of Conduct (Staff Behaviour Policy)
  - IT Acceptable Use Policy
- They have a good understanding of the indicators of abuse, neglect and exploitation (KCSIE 24-28) and specific wider safeguarding issues (KCSIE 29-48). These are detailed in Annexe A and B of KCSIE 2024 and included in Appendix 2 of this policy.
- They remain vigilant at all times to safeguarding concerns and the need for Early Help
- The child protection procedure (section 6) is followed in all cases of disclosure
- Any concern that they have about a child, group of children or family is reported immediately to the DSL in line with this policy.
- They meet their duty to raise concerns, where they exist, about the attitude or actions of colleagues using the school's confidential reporting (whistleblowing) policy, or by accessing the NSPCC's whistleblowing advice line 0800 028 0285 help@nspcc.org.uk
- They deliver the school's safeguarding, PSHE, online safety and relationships curriculum, and develop trusting relationships with children to ensure that children develop a sense of safety and ability to safeguard themselves
- They meet their statutory duties related to KCSIE
- They support and signpost families as appropriate to our [Early Help Offer](#), usually through referral to DSLs

3.6 Parents Carers and the wider community

We recognise that parents, carers and the wider community play a significant role in safeguarding our children. We work closely with local safeguarding partners (WCC and police), voluntary organisations (e.g. local churches) and other community members (e.g. neighbours of the school) to understand the circumstances, risks and sources of support in our local area. We endeavour to

share this information with parents and support them in managing these risks and safeguarding their children. Specific examples of this include

- Monitoring of children's activities through in-school monitoring processes and listening to feedback from children and parents
- Conversations with parents about appropriate use and access to technology and content where necessary
- General updates to staff and parents through newsletters and direct communications about specific online threats and ways to support children's safe use of the internet
- Early Help Support: Through our positive relationships with parents and carers, we provide direct signposting to relevant services through our Early Help Offer.

4. Key Knowledge and Training

4.1 Key Knowledge for All Staff
All staff are aware of:

- The systems in place in our school to safeguard children including those outlined in
    - Child protection procedures included in this policy
    - Behaviour policies (including anti-bullying; exclusion)
    - Staff code of conduct
    - Attendance policy
    - Educational Visits policy
    - Online Safety and acceptable use policy (including filtering and monitoring arrangements and cyber-security expectations)
    - Health and Safety policy and relevant risk assessments
    - Roles and responsibilities sections of this policy
- the wide range of ways that children may be in danger of suffering harm (appendix 2) including:
    1. Abuse (physical, emotional, sexual) and neglect
    2. Online abuse and unsafe behaviour; including exposure to harmful content, harmful contact (from adults or peers) harmful conduct, engaging with harmful commerce.
    3. Domestic Abuse and Domestic Incidents
    4. Child Criminal Exploitation
    5. Child Sexual Exploitation
    6. Child abduction and community safety incidents
    7. Children missing education including unexplainable and/or persistent absences from education
    8. Children with family members in prison
    9. County Lines
    10. Homelessness
    11. So called "honour based" abuse and violence (including FGM and forced marriage)
    12. Radicalisation
    13. Child on Child abuse
    14. Sexual violence and sexual harassment between children
        (for definitions and further details see Appendix 2 and KCSIE 19-48 and annexe B)

- the signs and symptoms of abuse, neglect and exploitation that we should be vigilant for, such as changes in behaviour, withdrawal, mental health difficulties, unexplained injuries, gifts or possessions, mention of new friends/associates – especially if unknown to school / family.
- Our local early help process and their role in it
- The process for making a referral to children's social care and that they may be required to play a role in any subsequent assessment or actions

All staff know that:

- if they are unsure, they should always speak to the DSL, or deputy.
- abuse, neglect and exploitation and wider safeguarding issues are rarely standalone events and can't be covered by one definition or one label alone. In most cases, multiple issues will overlap, so staff should always be vigilant and always raise any concerns with the DSL.
- safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments.
- technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face.
- children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or threatened or may have normalised the behaviour. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

All staff are aware of the key signs of vulnerability (appendix 3) and are able to identify vulnerable learners, those who would benefit from Early Help and those at greater risk of harm, taking into account specific factors such as family circumstances, special educational needs, social vulnerabilities, mental health and school attendance

All staff understand the actions that they should take in response to any concern (see section 6) including:

- taking the concern seriously,
- making an appropriate response to the child
- reporting to the DSL or, if appropriate WCC or the police
- using our Early Help offer
- keeping information confidential

This knowledge is covered on staff training (see below) and is included in this policy and its appendices

4.2 Key policies provided to all staff

All staff are provided with the following policies and guidance on induction and during annual update training:

- Safeguarding policy
- KCSIE part 1 and part 5
- Staff Code of Conduct
- Behaviour Policy
- Employee H&S handbook

- Whistle Blowing Policy
- Data Protection Policy (Including Acceptable Use)
- Online Safety Policy

4.3 Training

Designated Safeguarding Lead and Deputy Designated Safeguarding Lead

The DSL and DDSLs are trained in line with Worcestershire guidance. This training is augmented by participation in network groups and attendance at training events covering specific topics, along with personal research and reading.

There are safeguarding supervision meetings at least half-termly between DSL and DDSLs, where individual cases are reviewed and relevant updates shared

All Staff

Safeguarding Staff training takes a high priority at Sytchampton and is always covered in September training days and in induction of new staff. It is revisited throughout the year in key topic briefings and staff meetings. This ensures that all staff have knowledge of the appropriate policies and procedures and understand their responsibilities in safeguarding our children and have the knowledge and skills to carry out these responsibilities.

Training will include at a minimum:

- Safeguarding, Behaviour and Online Safety policies
- Worcestershire Code of Conduct
- Keeping Children Safe in Education updates
- Types of abuse and ways in which children can be at risk of harm including online safety (see appendix 2)
- Child protection procedures (what to do if you are concerned) including:
  - Making an appropriate initial response to show that the concern is taken seriously
  - Recording and reporting on
  - Maintaining confidentiality
  - Referral process and their potential role in assessments
- Early Help provisions and strategies
- The importance of
  - positive relationships with children and families
  - professional curiosity (it could happen here)
  - vigilance in and out of school
- Online safety
- Contextual Safeguarding and Exploitation

Volunteers

Volunteers receive training on induction and at least annually to ensure that they have knowledge of the appropriate policies and procedures and understand their responsibilities in safeguarding our children. This will include:

- Safeguarding policy
- Child protection procedures (what to do if you are concerned) including:
  - Making an appropriate initial response to show that the concern is taken seriously
  - Recording and reporting on concerns
  - Maintaining confidentiality
  - Referral process and their potential role in assessments

Governors

All governors receive training on induction and at least annual updates to ensure that they have knowledge of the appropriate policies and procedures and understand their responsibilities in safeguarding our children. This will include:

- Safeguarding Policy
- Behaviour Policy
- Keeping Children Safe in Education updates

In addition, the safeguarding governor will meet termly with the DSL and Headteacher and receive relevant updates.

Visitors

Visitors are made aware of our procedures, their role in safeguarding our children and who the Designated Safeguarding Leads are, through posters around school and the availability of safeguarding information through leaflets. Visitors will be made aware that Form 1 should be used to record any concerns, but that they must always speak to a DSL or DDSL before leaving site. All visitors have a named contact who will make them aware of this.

5. Safeguarding in the Curriculum

5.1 Safe School Environment

We recognise that our school environment is a key element of safeguarding our children. We have policies and procedures in place to ensure that our school is a safe physical and emotional environment for all of our stakeholders:

Health and Safety

- Risk assessments for all areas of the school and activities are undertaken in line with our Health and Safety Policy and kept under review by the headteacher and business manager.
- Accidents and near misses are recorded and reported in line with our Health and Safety Policy
- First aid and medications are managed in line with our Medical and Health Needs Policy
- Staff undertake all relevant training to ensure compliance with our Health and Safety policy and Risk Assessments
- We have policies and procedures in place to manage evacuation in case of fire or other hazard within the building and lockdown in case of threat from outside of the building. Staff receive training in these procedures and they are practiced with children.

Online Safety in school

Children have access to technology as part of their learning experiences and we do all we reasonably can to limit children's exposure to online safety risks from the school's IT system. Risks are assessed considering the age of the children and the amount of access that they have to the technology and appropriate actions are taken to mitigate these risks viz:

- Our filtering and monitoring systems are in line with KCSIE guidance 140 – 146
- We have firewalls (filtering) in place on all school equipment
- We use the Smoothwall monitoring system which is externally monitored and concerns flagged to the headteacher.

- Where inappropriate activity is identified, this will be brought to the attention of the user and, if appropriate, the school's behaviour management or staff discipline procedures will be followed.
- In any case where a child's use of the IT system flags up safeguarding concerns, these will be reported and managed in line with this policy and the DSL will take appropriate action
- Mobile phones are not to be used in school. Children who bring mobiles into school hand them to their class teacher for safe keeping during the day.
- We have an online safety policy which addresses the 4 key areas of risk (See appendix 2)
- We share online safety information with parents and carers to support them in safeguarding their children

Use of Reasonable Force

- There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.
- Staff are trained in safe restraint approaches and these staff are used, where it is necessary to support a child in 'non-emergency' situations. If a child is in immediate danger then any member of staff can take reasonable steps to safeguard that child and others.
- Restraint may be used in response to a threat to personal safety (physical or emotional), a threat to property or a threat to good order and discipline.
- Where restraint has been used, this is recorded in the bound book and checked by a member of SLT.
- Where a child is needing to be restrained on a regular basis (more than once in a half term) a risk reduction plan will be put into place and, where appropriate advice and support from external agencies sought.
- We act in line with the DFE Use of reasonable force in schools guidance

5.2 Teaching Children about Safeguarding

- In our school children are taught about safeguarding, including online safety.
- Safeguarding aspects are taught as part of providing a broad and balanced curriculum through a range of curriculum areas, through our whole school ethos and through day to day interactions between children and staff.
- As with all areas of the curriculum, the content of lessons is assessed against the age and stage of the children and delivered in such a way as to be both accessible and memorable.
- 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.
- Our teaching aims to develop children's knowledge and understanding in order that they can grow in independence whilst keeping themselves and others safe.

- Our implicit curriculum, which includes our behaviour management approaches and relationships, demonstrates clearly to children that abuse of any kind, including Child-on-Child abuse will not be tolerated and will always be taken seriously.

- Our Relationships and Health Education policy and curriculum is written in line with Statutory guidance: The focus of our relationships education is to provide children with the skills necessary to form and maintain positive relationships with their family, peers and other adults. We foster children's resilience to enable them to better cope with life's everyday challenges. We equip the children with the skills to cope with the new opportunities and responsibilities that increasing independence may bring. We explicitly teach children to create and maintain positive relationships through our PSHE curriculum, Religious Education and opportunities offered for personal development. This equips them with a secure foundation of principles and skills that will improve their mental health, relationships and academic achievement. We develop children's ability to form positive relationships through teaching children about:

  - Families and people who care for me
  - Caring friendships
  - Respectful relationships
  - Online relationships
  - Being safe

- In upper key stage 2, we teach children about how their body changes through puberty and how humans reproduce. We involve parents at the point that these topics are covered in our teaching and learning sequence, to share with them what their children will be taught and advise them of which aspects of this content are compulsory or optional. All staff in our school are responsible for promoting personal development and positive relationships.

- Discrete lessons are taught using the PSHE learning pathway (KAPWOW, however the wider curriculum encompasses and promotes the school values. The wider curriculum and assemblies continue to support general personal development. Further safeguarding aspects of our curriculum include, at an appropriate level and in line with statutory guidance:

Bullying	
Drugs, Alcohol and Substance Abuse	
Stranger Danger	
Fire and Water Safety	
Child on Child Abuse	
Sexual Violence and Sexual Harassment	
Road Safety	
Domestic Abuse	Through PSHE Curriculum, and assemblies
Healthy Relationships / Consent	
Child Exploitation	
Extremism and Radicalisation	
Cyber Bullying	
Mobile technologies	
Safe sharing of information	
Safe use of social media	
Appropriate access e.g. age ratings	

6. Child Protection and Safeguarding Procedures

Sytchampton Primary School adheres to child protection procedures that have been agreed locally through the [Safeguarding Worcestershire Partnership](#)
 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.](#)

Key Messages

Safeguarding is our top priority

It could happen here:
- Within our families
- Between our children
- In our community
- Within in our school

If it concerns you, report it:
- What children or adults say
- Behaviour
- Circumstances
- Reported activities

6.1 Recognising and Raising a Child Protection or Safeguarding concern

All our staff are aware that abuse of any kind will not be tolerated and will always be taken seriously. The following guidance includes all aspects of harmful behaviours including adult perpetrated abuse and Child on Child abuse, including sexual harassment and sexual violence.

Any staff member, volunteer, visitor or external agency partner is responsible for reporting any child protection concern to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead or, if they are not available, to the most senior member of staff.

In dealing with concerns, staff should follow the guidance in their training summarised here:

If a child makes a direct disclosure

- React calmly
- Use open body language
- Listen without interrupting making it clear you are taking what they are saying seriously
- Offer reassurance-they are doing the right thing
- Explain what you are going to do next
- Write a factual account of what the child has said- in the child's words, sign and date it
- Tell the Designated Safeguarding Lead and discuss how it needs to be recorded
- **DO NOT -** promise to keep things confidential
- **DO NOT -** press for details- listen don't pry
- **DO NOT -** make assumptions
- **DO NOT -** promise what you cannot do
- **DO NOT -** promise that 'everything will be OK'
- **DO NOT -** panic or appear shocked or angry
- **DO NOT -** ignore
- **DO NOT -** attempt to deal with things yourself

If adults are concerned about what a child has said, their behaviour or their circumstances they must
- Discuss directly with the DSL

- The DSL will discuss what needs to happen and how it needs to be recorded, discussed with parents (if appropriate) and monitored on an ongoing basis (if appropriate)

Staff follow the reporting procedures outlined here in the first instance. However, they may also share information directly with Children's Services 0190582266, 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.

Family Front Door:
01905 822666 (core working hours)
Out of hours or at weekends: **01905 768020**

6.2 Responding to concerns
In responding to concerns raised by staff, the DSL may:
- Gather further information about the concern e.g. by discussing with a parent and/or other appropriate members of staff, unless to do so would place the child at further risk of harm
- Seek advice about the concern e.g. by contacting WCC Safeguarding team or Family Front Door
- Seek the views of the child if this is appropriate

The DSL will then consider:
- What is already known about this child/family/situation
- The severity of the incident or pattern of incidents, referring to Worcestershire's Levels of Need Guidance Worcestershire County Council

Options will then include:
- Logging the concern and briefing staff to be alert to further incidents / evidence
- Supporting the child and family via the school's own pastoral support processes and Early Help Offer
- undertaking a WCC Early Help Assessment or
- making a referral to statutory services: Worcestershire Children Services and, where appropriate, the police (e.g. in cases of sexual violence including child on child abuse in line with KCSIE Part 5 and Appendix 4 of this policy)
- Following the Anti-Bullying and Behaviour Policies if the concern relates to Child-on-Child abuse.

If a child is at immediate risk of harm, the DSL or any adult should report to the police (999) and refer to WCC immediately
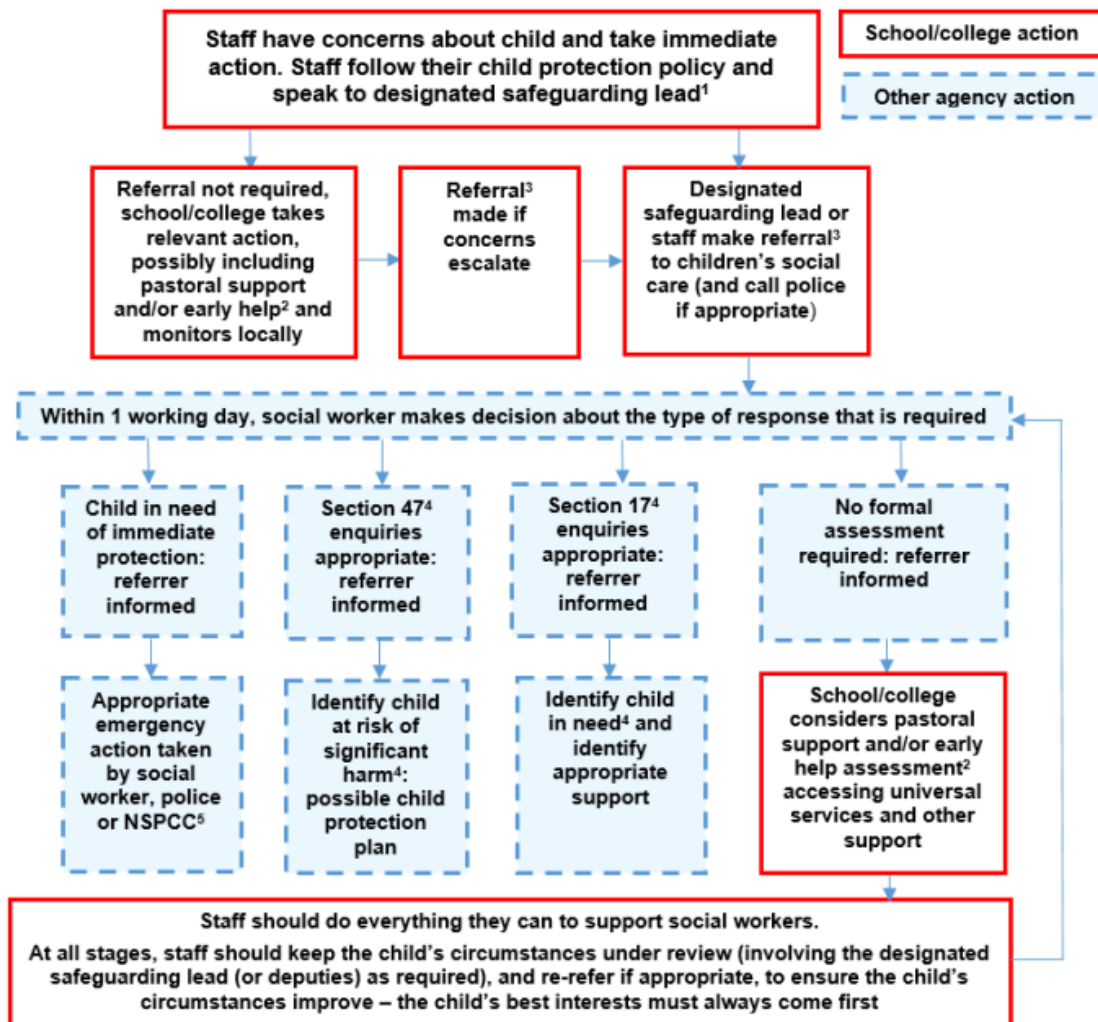All appropriate staff will engage with any ongoing monitoring, assessment or investigation
The incident, concern or allegation will be kept confidential to those people immediately involved.

The DSL or DDSL in their absence will take responsibility for assessing the level of need and referring on to WCC and/or the police if the threshold is met.

The full process, including actions post-referral, is summarised here.

Actions where there are concerns about a child

Staff have concerns about child and take immediate action. Staff follow their child protection policy and speak to designated safeguarding lead[1]

School/college action

Other agency action

Referral not required, school/college takes relevant action, possibly including pastoral support and/or early help[2] and monitors locally

Referral[3] made if concerns escalate

Designated safeguarding lead or staff make referral[3] to children's social care (and call police if appropriate)

Within 1 working day, social worker makes decision about the type of response that is required

Child in need of immediate protection: referrer informed

Section 47[4] enquiries appropriate: referrer informed

Section 17[4] enquiries appropriate: referrer informed

No formal assessment required: referrer informed

Appropriate emergency action taken by social worker, police or NSPCC[5]

Identify child at risk of significant harm[4]: possible child protection plan

Identify child in need[4] and identify appropriate support

School/college considers pastoral support and/or early help assessment[2] accessing universal services and other support

Staff should do everything they can to support social workers.
At all stages, staff should keep the child's circumstances under review (involving the designated safeguarding lead (or deputies) as required), and re-refer if appropriate, to ensure the child's circumstances improve – the child's best interests must always come first

In rare cases, the concern raised may suggest that a crime has been committed. The DSL and senior leadership will use NPCC guidance to decide on when to call the police and also take advice from WCC as appropriate.

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Early Help At Sytchampton Primary

Help and Support for Families and Children

We aim to support families through our strong relationships and practical support as part of our Early Help Offer. Concerns raised by staff are often a sign that early help may be needed.

All staff are aware that any child may benefit from Early Help, but also use their knowledge of the signs of vulnerability (appendix 3) as indicators of children at potentially greater need

Our Early Help Offer is a graduated response, from offering a listening ear, through our own pastoral processes or basic signposting, to a full multi-agency Early Help Assessment.

The aim of Early Help is to address needs before they escalate and improve the resilience of families.

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6.2a Responses to specific concerns – *where there is an additional reporting duty or statutory guidance*
(for further details see appendix 2)

CME and Persistently Absent Children
We recognise that children going 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. For this reason, we seek to ensure that no child goes missing from education or is absent from our school for prolonged periods, without appropriate supervision.

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Persistent or prolonged absence, children leaving the school outside of phase transfer, part time timetables and flexi-schooling arrangements must be reported through the Worcestershire portal
HomePage (worcestershire.gov.uk)

When removing children from roll outside of phase transfer, we use the school de-rolling checklist
De-rolling checklist 2024.docx - Google Docs

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Children Missing Education
Children Missing Education are those not on school roll, and does not include children who are persistently absent from school.
To ensure that all children are known to the Local Authority and monitored accordingly, we ensure that we follow Worcestershire's guidance Worcestershire children first children missing from education guidance and comply with Statutory guidance children missing in education when removing a child from the school roll at standard and non-standard transition points. In line with this guidance we:

- Provide the LA with specific information about all leavers, no later than the time at which the pupil's name is removed from the register
- notify the local authority within five days of adding a pupil's name to the admission register
- are vigilant for any child whom we believe is not on a school roll and report this to the LA

Persistent or prolonged absence

To ensure that all children on our roll are attending school regularly and are appropriately safeguarded, we take the following actions:

Office staff and class teachers monitor persistent or prolonged absence and flag up issues to SLT, well in advance of the statutory time limits.

Senior Leaders will act on this information by contacting families and making endeavours to understand the situation and where appropriate, reporting to the Local Authority.

We hold emergency contact numbers for more than one family member for every child on roll.

We will work with parents/carers and external agencies as appropriate to support and manage a child's attendance (see Attendance and Absence policy)

Where there is prolonged absence, we will risk assess the situation for safeguarding concerns and take appropriate action.

This may include:

- At least weekly contact with parent/carer
- Regular contact with other involved agencies
- Home visits

Children will not be placed on part time timetable unless this is agreed with all parties including parents/carers and at least one external agency and has a clear time limit (see behaviour policy for more information)

Elective Home Education

Where a parent expresses a wish to Home Educate their child, we will invite them to discuss this decision with us.

We will never seek to encourage a parent to Home Educate due to a child experiencing difficulties with behaviour, attendance or academic achievement

If a parent decides to home educate, we notify the Local Authority of the details, including any safeguarding concerns, in line with Worcestershire's guidance.

Private fostering - LA notification when identified

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

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer.

Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children. If we become aware of a situation such as this, we will endeavour to establish the facts and will then notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child.

Operation Encompass

Operation Encompass Notifications; of domestic incidents, where police have been called and a child has been present, are received through Worcestershire's secure portal by the DSL.

Appropriate information from the notification is shared with staff working directly with the child.

Staff monitor the child for any signs of trauma or stress and respond in line with our pastoral approaches

The notification is logged on MyConcern

In line with Operation Encompass guidance, contact is not made with parents at this point to discuss the issue or gain further information

If further information is required this can potentially be obtained through the school nursing service or police Harm Assessment Unit.

Children and their family situation will continue to be monitored by staff in the light of this information and if further concerns are raised, these will be followed up in line with this policy.

So-called 'honour-based' abuse (HBA)

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**.

As with all safeguarding concerns, staff who are concerned that a child may be or may have been subject to HBA, will report this to the DSL immediately and the procedures in this policy will be followed with the following exceptions:

Since 31 October 2015, there has been a mandatory reporting duty placed on teachers in cases where they discover that an act of FGM appears to have been carried out (Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)). This requires teachers to report directly and personally to the police. Unless a teacher has good reason not to, they will still consider and discuss any such case with the Designated Safeguarding Lead (or deputy) and involve WCC as appropriate.

Prevent

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

The Prevent duty is part of our school's wider safeguarding obligations. Designated Safeguarding Leads and other senior leaders are familiar with the revised Prevent duty guidance: for England and Wales, and staff receive training in Preventing Radicalisation and Extremism.

If staff are concerned that a child is being drawn into radical or extremist ideologies, they will report this to the DSL in line with this safeguarding policy. The DSL will then refer, as appropriate to the Local Authority following the process that can be found here:

https://www.worcestershire.gov.uk/info/20003/council_democracy_and_councillor_information/1244/prevention_of_extremism_and_radicalisation

The DSL will also take account of NPCC guidance in when to call the police.

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.

Where staff feel that there is a risk of CCE or CSE, a referral should be made to Children's Services and the risk highlighted under the GET SAFE agenda.

https://lcsportal.worcschildrenfirst.org.uk/web/portal/pages/cpassess#assess

The DSL will also take account of NPCC guidance in when to call the police.

6.2b Responses to Child on Child abuse

We recognise that any report of Child-on-Child abuse, including sexual harassment and sexual violence must be taken seriously. Our response is important, not only to the victim, but to the wider school community, as it will make clear that any type of abuse will not be tolerated.
We recognise that children who abuse others, are likely to also need support themselves.

We respond to these incidents in line with this policy, our Anti-bullying and Behaviour Policies, with a focus on
- Ensuring the victim feels heard and protected
- Making an immediate risk assessment in line with our (Anti-bullying policy) to protect the victim and the alleged perpetrator
- Taking an educational rather than punitive approach to the alleged perpetrator wherever possible (in line with our legal duties)

Further details can be found in our Anti-bullying Policy (Including Child on Child Abuse)
Appendix 4 of this policy and Part 5 of KCSIE

6.3 Record Keeping

Incidents and concerns will be logged on MYCONCERN usually directly by the staff member following discussion with the DSL, or by the DSL using notes from the reporting staff member where appropriate. All staff are clear about the need to record and report concerns about a child or children within the school. Staff know to include the child's words as far as possible and records should be timed, dated and signed. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be passed over to other agencies. **NB: *Staff must always discuss safeguarding concerns with a DSL directly as soon as possible, in addition to recording on MYCONCERN. Any adult reporting a concern, who does not have access to MYCONCERN, can use Form 1 to record their concerns (copies are available in the foyer, office and staffroom) but must always speak to a DSL or DDSL before leaving site.***

Records relating to actual or alleged abuse, neglect and exploitation are stored apart from normal pupil or staff records and are protected on the MYCONCERN system as this puts strict limits on the staff that can access the records.

Child protection records are stored securely, with access confined to specific staff: DSL, DDSL and class teachers as appropriate.

Safeguarding records (including child protection) are reviewed at our regular DSL review meeting to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon. Each MYCONCERN file is a chronology of significant events and DSL reviews are included within this.

A record of any allegations (proven) made against staff is kept in a confidential file by the Headteacher in line with our ***Allegations of Abuse Against Teachers and Other Staff Policy***

Records of bullying and Child on Child abuse are made in line with our ***Anti-bullying policy***.

Where a concern has been raised and/or a child is 'open' to our internal monitoring system or 'open' to social services, all concerns, discussions and decisions made, and the rationale for those decisions, including whether referrals are made, are recorded in MYCONCERN. Information is kept confidential and stored securely.

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

If in doubt about recording requirements, staff should discuss with the Designated Safeguarding Lead (or deputy).

6.4 Information Sharing

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 and with WCC children's social care, the safeguarding partners, other organisations, agencies, and practitioners as required and for the safe transfer of records. We follow [DFE guidance on Information Sharing (May 2024)](#)

Sharing within and between agencies

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.

Information about a child's circumstances is shared with the staff working with them wherever it is deemed that this will be helpful in supporting the child and ensuring that they continue to be safeguarded. Staff are aware that this information must remain confidential.

Information about a child is shared with representatives of the safeguarding partnerships where it is necessary for the ongoing safeguarding and wellbeing of the child.

Our Governing Board is 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. The school has an independent Data Controller. (See Data Protection and GDPR policy) We follow ICO guidance ['For Organisations'](#)

- 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'.
- We understand 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,
  - if it is not possible to gain consent,
  - it cannot be reasonably expected that a practitioner gains consent,
  - or if to gain consent would place a child at risk.
- We limit sharing of personal data where the serious harm test under the legislation is met, for example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met we would withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the UK GDPR. Where in doubt we would seek independent legal advice.

Staff understand that 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.

Transfer of safeguarding records

Where children leave our school, the designated safeguarding lead will ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives. The designated safeguarding lead will ensure secure

transit of the file, separately from the main pupil file and dated confirmation of receipt will be obtained.

Records are transferred directly to the DSL at the receiving school and we would expect the DSL at the receiving school to notify relevant staff and share information with them e.g. SENCO and class teacher as appropriate.

In the event of a child moving out of area and a physical handover not being possible then the most secure method is found to send the confidential records to a named Designated Safeguarding Lead. Files requested by other agencies e.g. Police, will be copied.

6.5 Children in Specific Circumstances and potentially at greater risk of harm

Children Looked After and Previously Children Looked After

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

In particular, 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 DSL will have details of the child's social worker and the name of the virtual school head/allocated case worker in the authority that looks after the child. The DSL is also the Designated Teacher and will liaise with the virtual school to ensure appropriate provision is made for these children. All staff receive training and support in providing for children with Early Trauma and attachment difficulties and our behaviour policy and school ethos has a trauma informed approach at its heart.

We are aware these children may be at greater risk because of:

- 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;

We take action to mitigate this through seeking to proactively share appropriate information with all concerned and acting with professional curiosity in all cases.

Children with a Social Worker (Child in Need and Child Protection Plans) **or having suffered ACEs**

Sometimes children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect or exploitation and/or 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 will 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 will 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).

This is in line with findings from the Children in Need review, 'Improving the educational outcomes of Children in Need of help and protection' and the Government's plan to follow this 'Help, protection, education'

We support all of our children in need through our inclusive and trauma informed approach. We build strong, trusting relationships which support the children in engaging with school and accessing their learning alongside building self-esteem and resilience.

Children with Additional Needs (including SEND or other physical or mental health issues)
There are many children who have additional needs which may mean that they are more vulnerable to harm, for example children with special educational needs, disabled children, children with mental health needs. We make all possible endeavours to build effective relationships with partner agencies in relation to these children (for example specialists for children with SEND, health professionals including mental health teams).
Staff will work closely with the Designated Mental Health Lead and the SENCO to ensure that needs of these children are understood and met in line with our SEND policy and Information Report.

We refer parents and carers to SENDIASS as appropriate and work with them to support children and families
We ensure that staff have sufficient knowledge and guidance so that they are aware of the additional challenges faced by these children and their additional vulnerabilities, which can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to a child's disability/needs without further exploration;
- communication needs of a child which can lead to over reliance on parental accounts and interpretations;
- children being more prone to peer group isolation or bullying (including prejudice-based bullying)
- potentially being more impacted by bullying behaviour of others without showing any outward sign
- cognitive understanding e.g. being unable to understand the difference between fact and fiction and/or repeating behaviours witnessed online without understanding the impact of doing so

We are able to access and make reference to specialist advice and resources such as NSPCC - Safeguarding children with special educational needs and disabilities (SEND) and NSPCC - Safeguarding child protection/deaf and disabled children and young people

Children who are lesbian, gay, bisexual, transexual or gender questioning (LGBTQ+ taken to include all genders and identities and gender questioning children)
N.B. This section of KCSIE remains under review, pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents being published

The fact that a child or a young person may be LGBTQ+ is not in itself an inherent risk factor for harm. However, children who are LGBTQ+ can be targeted by other children or may be at risk from adults. In some cases, a child who is perceived to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+.
However, the Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder.

It is recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience.

When supporting a gender questioning child, we will take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying.

We will refer to Guidance for Schools and Colleges in relation to Gender Questioning Children, (under consultation March 2024) when deciding how to proceed.

Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff. Staff receive support and training in building and maintaining strong and open relationships with children, through our whole school ethos and direct training in supporting children's emotional wellbeing. Staff will access specialist advice as appropriate when dealing with these issues.

LGBTQ+ inclusion is part of our SRE curriculum.

Alternative Provision

We do not routinely use alternative provision and if this were ever to be deemed necessary, we would ensure that the safeguarding of our children remained paramount, through liaising appropriately with the provider to ensure that their safeguarding procedures meet statutory guidelines and they are appropriately approved by the LA and Ofsted. We are aware that if we place a pupil with an alternative provision provider, we continue to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs. Also that children with complex needs may be at additional risk of harm. We are aware of the statutory guidance which commissioners of Alternative Provision should have regard to:

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

6.6 Multi-Agency Working

We have a pivotal role to play in multi-agency safeguarding arrangements. Our Governing Board ensures that we contribute to multi-agency working in line with statutory guidance *Working Together to Safeguard Children*

In our school our leaders and Governing Board understand our local safeguarding arrangements and work with partners from Worcestershire Children's 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/colleges 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.
Worcestershire Children First (worcschildrenfirst.org.uk)

Our School works with WCC 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 (Worcestershire Early Help Offer) when additional needs of children are identified and

contributing to inter-agency plans to provide additional support to children subject to child protection plans.

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.

We also work with the Police to understand our local context and to support contextual safeguarding of all of our children

6.7 Managing Personnel

Safer Recruitment

We recruit all staff and volunteers in line with our safer recruitment policy and Part 3 of KCSIE 2024 to ensure that we meet our statutory duties.

Managing people on site

Contractors, visitors and volunteers all sign in on site. ID checks are carried out and any visitor without appropriate clearance will be accompanied by a member of staff or appropriate volunteer with DBS clearance.

Maintaining records

Records of the appropriate checks carried out for all employees, contractors, volunteers, governors and other visitors (in line with KCSIE 3:238) are kept on our Single Central Record

The Single Central Record is reviewed by the DSL termly. This review is reported to the Safeguarding Governor and included in the Safeguarding report to Governors

Managing Allegations

We manage any allegation against adults in school (including staff, supply teachers, volunteers and contractors) in line with our *Allegations of Abuse against Teachers and Other Staff Policy.*

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 through training ensures that staff are aware of how to escalate concerns and disagreements if appropriate and use the WSCP escalation procedures if necessary. [Escalation Policy: Resolution of Professional Disagreements](#)

6.8 Hire of School Premises

If we hire out our school facilities/premises to organisations or individuals we will ensure that appropriate arrangements are in place to keep children safe.

When services or activities are provided by Sytchampton Primary School under the direct supervision or management of our school, the arrangements for child protection will apply.

Where an external body is providing community or extra-curricular activities Sytchampton Primary School will seek assurance that appropriate safeguarding and child protection policies and procedures are in place in line with [Keeping children safe in out of school settings](#) (including inspecting these as needed) and ensure that there are arrangements to liaise with Sytchampton Primary School on these matters where appropriate.

We will ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises and that failure to comply with this would lead to termination of the agreement.

We will request from the hirer a copy of their safeguarding policy (where children or vulnerable adults are involved in the activities), insurance and risk assessment as a minimum.

Appendix 1: Legislation and Guidance relating to this policy

This policy is based on the following legislation*:*
- 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
- 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
- European Convention on Human Rights Articles 3, 8, 14 and protocol 1, Article 2

Our staff are aware of:
West Midlands procedures:
WCC levels of need guidance:

Appendix 2: Definitions and further information about types of abuse and wider safeguarding issues

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

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

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

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

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

6. **Online Safety**
   It is essential that children are safeguarded from potentially harmful and inappropriate online material. Abuse can take place solely online. Some children may use technology in school to sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually and view and share pornography and other harmful content. We have measures in place to mitigate and manage this in school (see section 5 and online safety policy) but should also be aware of its impact outside of school as a wider safeguarding issue.
   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

7. **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**
   We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation and trafficking (moving children for the purposes of exploitation.

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

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

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.

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

Some of the following can be indicators of both child criminal and sexual exploitation where children:
• appear with unexplained gifts, money or new possessions
• associate with other children involved in exploitation
• suffer from changes in emotional well-being
• misuse alcohol and other drugs
• go missing for periods of time or regularly come home late, and
• regularly miss school or education or do not take part in education.

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

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

Some additional specific indicators that may be present in CSE are children who:
• have older boyfriends or girlfriends; and
• suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: Child sexual exploitation: guide for practitioners

8. **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) we use our PSHE curriculum and other ad hoc opportunities to teach our children about keeping themselves safe.

9. **Children Absent from Education (including CME)**

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

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. Sytchampton Primary School 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

Office staff and class teachers monitor extended absence and flag up issues to SLT, well in advance of the statutory time limits. Senior Leaders will act on this information by

contacting families and making endeavours to understand the situation and, where appropriate reporting to the Local Authority.

10. **Elective Home Education**

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 to discuss their reasons and ensure that we are able to assess any potential safeguarding issues.

In line with WCC procedures and pupil registration regulations, we notify the LA of any child who is removed from our register for the purposes of home education.

11. **Children with Family Members in Prison**

We endeavour to understand and take account of all our families' circumstances. We are aware of the impact on outcomes for children who have a family member in prison. Where we become aware of this situation, we will share relevant information with staff and take action to ensure that children are supported and staff appropriately trained, e.g. through Barnado's.

12. **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.

If we identify a child may be at risk of exploitation the Designated Safeguarding Lead will work with and support the child, 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](#)

13. 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.

Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

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.

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

14. Operation Encompass

Sytchampton Primary School are receiving Operation Encompass Notifications and taking appropriate action. Operation Encompass is to highlight that a Domestic Abuse Incident has taken place and the police have been called. We will keeping 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.

When we receive an Operation Encompass notification, we record this on MYCONCERN, but do not directly approach a parent about it.

We notify Parents that we are an Operation Encompass school by regular communications and posters.

15. Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The Designated Safeguarding Lead (and any deputies) is aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

01562 732928.
A referral can be made here: https://live.housingjigsaw.co.uk/alert/duty-to-refer

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.

16. **Mental Health**

We 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.
Our 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.
If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken, following this policy.
Where children have suffered abuse, neglect or exploitation, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Our staff are made aware, through training and ongoing discussions and support, of how these children's experiences, can impact on their mental health, behaviour and education. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.
We use a trauma informed approach to our interactions with children and staff are trained in this.

17. **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.
If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they will speak to the Designated Safeguarding Lead (or deputy). 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.

18. **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 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.

19. **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 understand we could potentially play an important role in safeguarding children from forced marriage. 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 fmu@fco.gov.uk.
In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even without coercion. In all cases, this applies to non-binding marriages as well as legal marriages.

20. **Preventing Radicalisation**

We 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 school 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 Designated Safeguarding Lead (and any deputies) are aware of local procedures for making a Prevent referral. https://www.gov.uk/guidance/making-a-referral-to-prevent

21. **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's wider safeguarding obligations. Designated Safeguarding Leads and other senior leaders are familiar with the revised Prevent duty guidance: for England and Wales,

22. **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 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.

The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty.

Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker. DfE guidance for local authorities on Elective home education sets out the role and responsibilities of LAs and their powers to engage with parents in relation to EHE.

23. **Serious Violent Crime**

All our staff are aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

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 and colleges 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.

Appendix 3: Signs of Vulnerability

Although we are aware that any child may benefit from early help and that abuse, neglect and exploitation can happen to any child, we are particularly aware of the potential need for early help for a child who:

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

Updated in line with updated KCSIE definition

Appendix 4: Child on Child Abuse (child on child)

NB – we use the term victim to refer to those who have been subject to abuse. However we recognise that not every victim will view themselves as such.
We use the terms alleged perpetrator and perpetrator, but also recognise that the abusive behaviour may have been harmful to the perpetrator and/or the perpetrator may also be a victim of abuse. Perpetrators are therefore supported as well as victims.

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

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between 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 understand, that even if there are no reports in our school it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding Child on Child abuse, they should speak to the Designated Safeguarding Lead (or deputy).

Children who are lesbian, gay, bisexual, transsexual or gender questioning (LGBTQ+) (taken to include all genders, identities or gender questioning children)
The fact that a child or a young person may be LGBTQ+ is not in itself an inherent risk factor for harm. However, children who are LGBTQ+ can be targeted by other children. In some cases, a child

who is perceived by other children to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+.

Risks can be compounded where children who are LGBTQ+ lack a trusted adult with whom they can be open. It is therefore vital that we endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

LGBTQ+ inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

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.

What is sexual violence?

It is important that school 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 Sexual harassment?

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

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

- sexual exploitation; coercion and threats; and up skirting.

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.

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.

Prevention and response
All our staff are clear as to the school's policy and procedures with regards to Child-on-Child abuse **(Anti-Bullying Policy - Including Child on Child Abuse, Sexual Harassment and Sexual Violence)** and the important role they have to play in preventing it and responding where they believe a child may be at risk from it. They 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 and left unchallenged 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.

Action following a report of sexual violence and/or sexual harassment
Actions will be taken and response made in line with KCSIE 2024 – Part 5. This will include, but is not limited to:

All reports of sexual harassment or sexual violence are taken seriously and we recognise that it is our initial response that is very important.
The Designated Safeguarding Lead (or deputy) will have a complete safeguarding picture and be the most appropriate person to advise on the initial response.
Following any report an immediate risk assessment will be undertaken (using resources in this appendix as appropriate). The DSL has also undertaken training in use of the Brook Traffic Light tool

and Harmful Sexual Behaviours so is able to make an informed decision about the nature of the behaviour and the appropriate 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 duty and responsibilities to protect the victim, the alleged perpetrator and 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).

We will use this information to ensure that our response is proportionate, and educational rather than punitive to ensure that both the victim(s) and alleged perpetrator(s) are protected and supported.

If in doubt, we will take advice from WCC.

Options to manage the report
Dependent on the nature of the report and the risk assessment we have the option to:

- Manage the report internally supporting the victim and alleged perpetrator in ensuring that there is no repeat of the incident
- Refer to agencies for Early Help Support (this can be particularly useful in cases of non-violent HSB)
- Refer to Children's Services if threshold is met
- Refer to the police if there is a criminal element. (see NPCC guidance)
- Any referral to the police would automatically mean a referral to Children's Services.

In all cases it will be made clear to all involved that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable.

We will consider every report on a case-by-case basis and in line with KCSIE guidance. 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 prevent us from taking immediate action to safeguard children, where required.

Children sharing a classroom and other school space
In most cases, reports will be managed internally and children will continue to share a classroom if they already do so. This will be managed sensitively to the victim and alleged perpetrator.
In more significant cases, particularly in cases of sexual violence and where a referral is made to Children's Services and/or police, arrangements will be made immediately for children to no longer

share a classroom and consideration will be given to how to manage their contact in other areas of the school.

These cases will be managed in consultation with the children and parents (unless there is legitimate reason not to do so) and in line with guidance in KCSIE 2024 Part 5

Where there is a criminal case, we will follow guidance of the police and justice system in line with KCSIE 2024 Part 5.

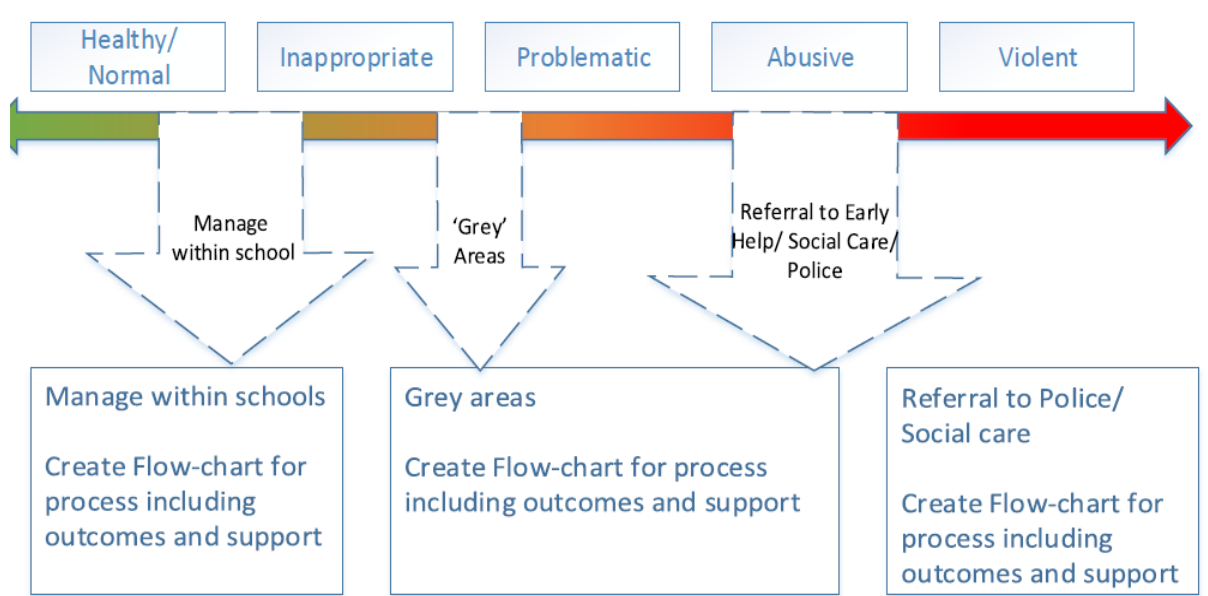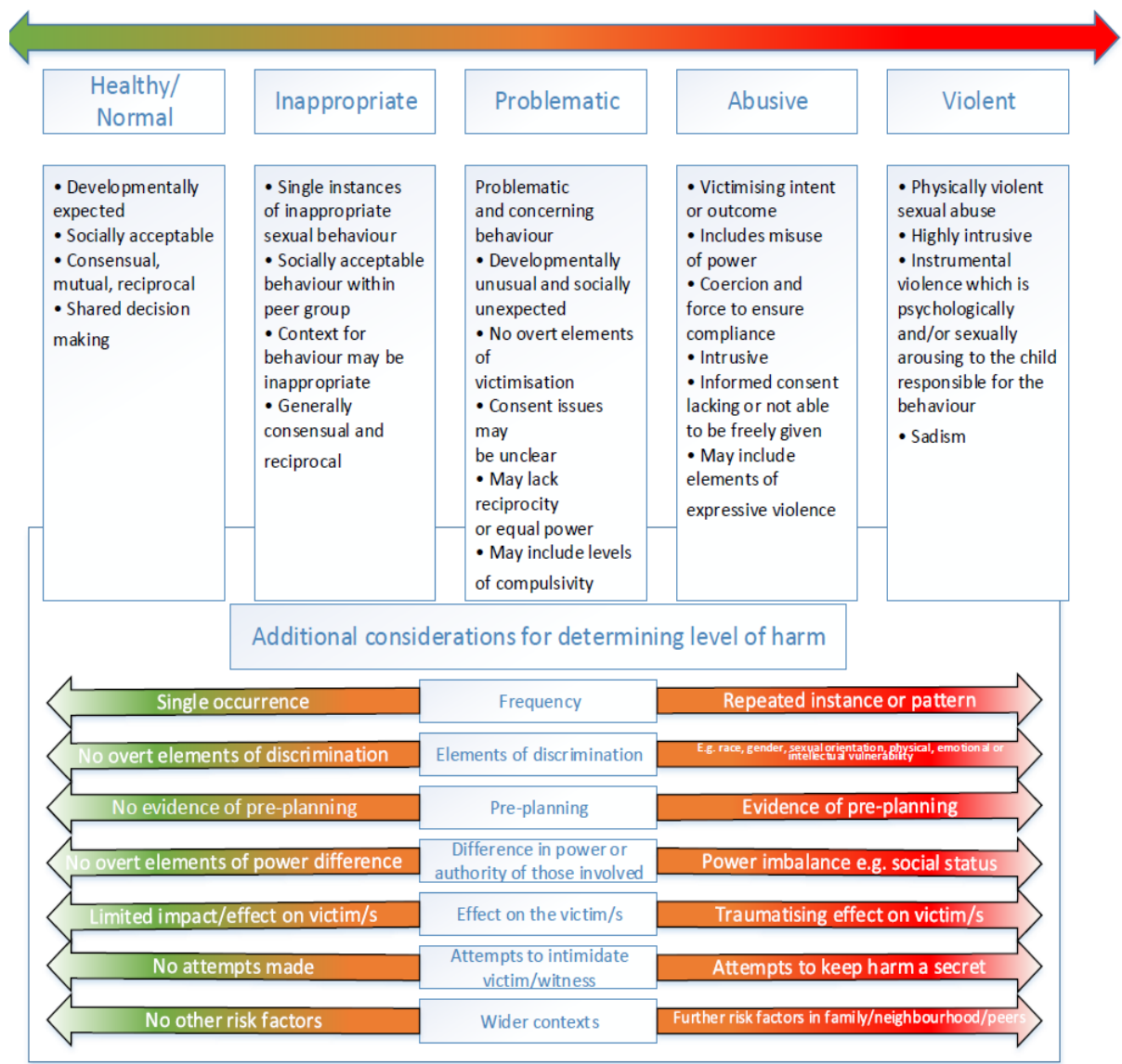**Safeguarding and supporting the alleged perpetrator(s)**

In all of our responses and support, we will consider the age of the children involved and avoid 'criminalising' children, whilst also following the necessary referral routes. Our children's age will necessitate an educational rather than punitive approach.

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

- We 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. Information sharing advice referenced at paragraphs 92-100 will help support this process.
- 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 LGBTQ+ children are at greater risk.

Risk Assessment Resources

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

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

Additional considerations for determining level of harm

Single occurrence	Frequency	Repeated instance or pattern
No overt elements of discrimination	Elements of discrimination	E.g. race, gender, sexual orientation, physical, emotional or intellectual vulnerability
No evidence of pre-planning	Pre-planning	Evidence of pre-planning
No overt elements of power difference	Difference in power or authority of those involved	Power imbalance e.g. social status
Limited impact/effect on victim/s	Effect on the victim/s	Traumatising effect on victim/s
No attempts made	Attempts to intimidate victim/witness	Attempts to keep harm a secret
No other risk factors	Wider contexts	Further risk factors in family/neighbourhood/peers

Healthy/ Normal	Inappropriate	Problematic	Abusive	Violent

Manage within school

'Grey' Areas

Referral to Early Help/ Social Care/ Police

Manage within schools

Create Flow-chart for process including outcomes and support

Grey areas

Create Flow-chart for process including outcomes and support

Referral to Police/ Social care

Create Flow-chart for process including outcomes and support

PART FOUR:
RESPONSE TO REPORTS

Summary of responses

REPORT RECEIVED
(from the victim or third-party)
[Onsite, offsite or online]
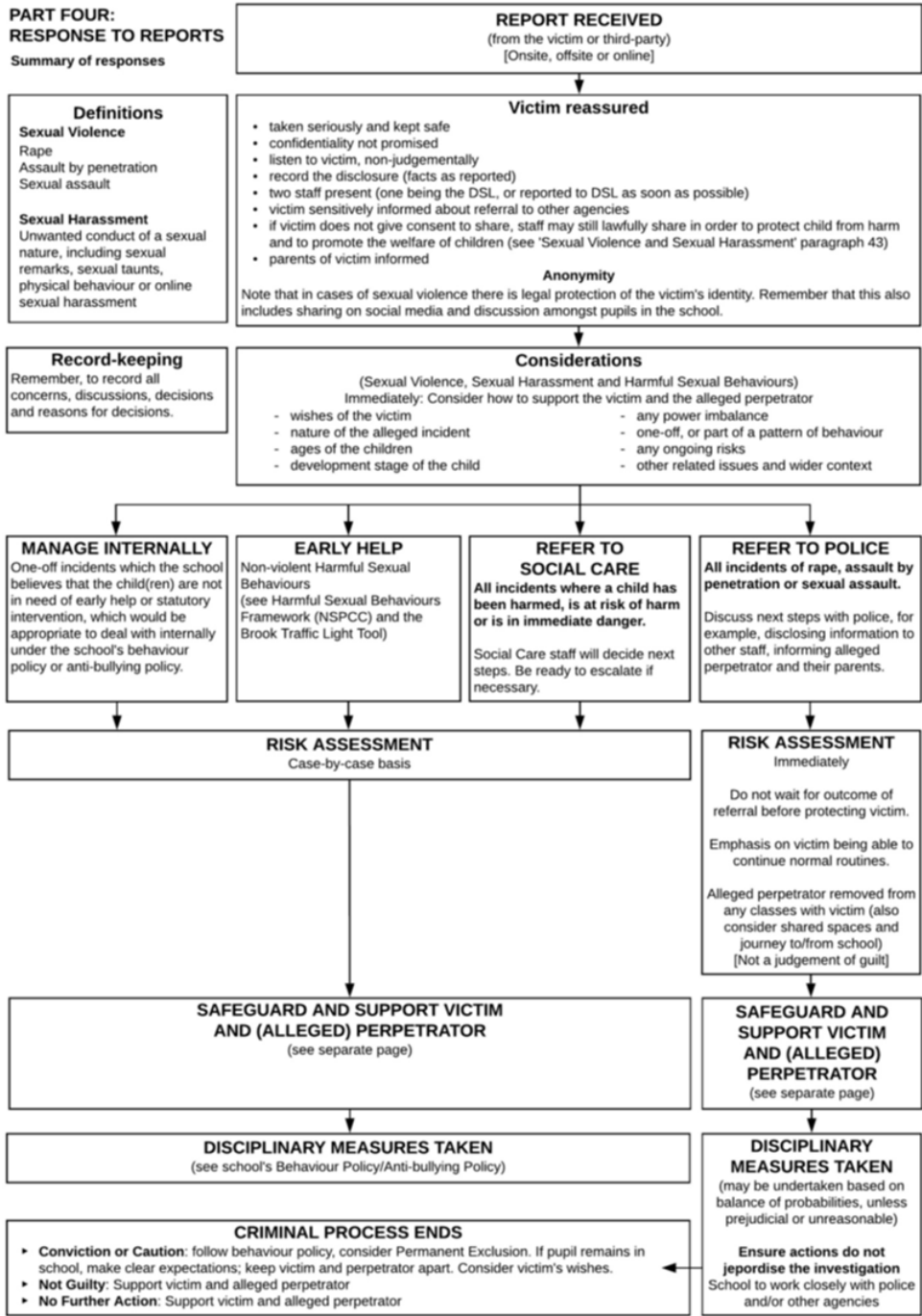
Definitions
Sexual Violence
Rape
Assault by penetration
Sexual assault

Sexual Harassment
Unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment

Victim reassured
- taken seriously and kept safe
- confidentiality not promised
- listen to victim, non-judgementally
- record the disclosure (facts as reported)
- two staff present (one being the DSL, or reported to DSL as soon as possible)
- victim sensitively informed about referral to other agencies
- if victim does not give consent to share, staff may still lawfully share in order to protect child from harm and to promote the welfare of children (see 'Sexual Violence and Sexual Harassment' paragraph 43)
- parents of victim informed

Anonymity
Note that in cases of sexual violence there is legal protection of the victim's identity. Remember that this also includes sharing on social media and discussion amongst pupils in the school.

Record-keeping
Remember, to record all concerns, discussions, decisions and reasons for decisions.

Considerations
(Sexual Violence, Sexual Harassment and Harmful Sexual Behaviours)
Immediately: Consider how to support the victim and the alleged perpetrator
- wishes of the victim
- nature of the alleged incident
- ages of the children
- development stage of the child
- any power imbalance
- one-off, or part of a pattern of behaviour
- any ongoing risks
- other related issues and wider context

MANAGE INTERNALLY
One-off incidents which the school believes that the child(ren) are not in need of early help or statutory intervention, which would be appropriate to deal with internally under the school's behaviour policy or anti-bullying policy.

EARLY HELP
Non-violent Harmful Sexual Behaviours
(see Harmful Sexual Behaviours Framework (NSPCC) and the Brook Traffic Light Tool)

REFER TO SOCIAL CARE
All incidents where a child has been harmed, is at risk of harm or is in immediate danger.

Social Care staff will decide next steps. Be ready to escalate if necessary.

REFER TO POLICE
All incidents of rape, assault by penetration or sexual assault.

Discuss next steps with police, for example, disclosing information to other staff, informing alleged perpetrator and their parents.

RISK ASSESSMENT
Case-by-case basis

RISK ASSESSMENT
Immediately

Do not wait for outcome of referral before protecting victim.

Emphasis on victim being able to continue normal routines.

Alleged perpetrator removed from any classes with victim (also consider shared spaces and journey to/from school)
[Not a judgement of guilt]

SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR
(see separate page)

SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR
(see separate page)

DISCIPLINARY MEASURES TAKEN
(see school's Behaviour Policy/Anti-bullying Policy)

DISCIPLINARY MEASURES TAKEN
(may be undertaken based on balance of probabilities, unless prejudicial or unreasonable)

Ensure actions do not jeopardise the investigation
School to work closely with police and/or other agencies

CRIMINAL PROCESS ENDS
▶ **Conviction or Caution**: follow behaviour policy, consider Permanent Exclusion. If pupil remains in school, make clear expectations; keep victim and perpetrator apart. Consider victim's wishes.
▶ **Not Guilty**: Support victim and alleged perpetrator
▶ **No Further Action**: Support victim and alleged perpetrator

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Source:
Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2017)

SVSH Flow Chart for Schools 2017 v.1.0

Risk Assessment Record

Basic information		
Referrer Name and role		
Referrer Contact details (email address and phone number)		
Name of school(s) for victim(s)		
Name of school(s) for child/ren alleged to have caused harm		
Did incident occur on school premises? If not where did the incident occur?		

CONSIDERATIONS	RISK (CONSIDER VICTIM, CHILD ALLEGED TO HAVE CAUSED HARM, OTHER PUPILS AND STAFF)	RISK LEVEL (HIGH, MEDIUM OR LOW)	ACTIONS TO REDUCE RISK	REVISED RISK LEVEL (HIGH, MEDIUM OR LOW)
What is the incident? Who was involved? Where did it happen				
Does this incident constitute a crime? Assault, sexual assault, rape, sharing of indecent images of children, etc etc. As such has this been referred to the police?				
Is it necessary to limit contact between the children involved? Refer to KCSIE and DFE guidance on sexual harassment and sexual violence in schools and colleges.				
Is there an actual or perceived threat from the child alleged to have caused harm to the victim and/or others?				
Is either the victim or the child alleged to have caused harm at risk of physical harm as a result of this incident (for example, bullying or 'retribution' by peers)?				

Do they share classes?				
Do they share break times?				
Do they share peer/friendship groups?				
Do they share transport to/from school?				
Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) outside of school?				
How can such contact be limited?				
Is there a risk of harm from social media and gossip?				

Further action taken by the school: Please complete for each child involved.

Child:

Action	YES/NO	Date
Police informed		
Referral to MASH		
Referral to external support services		
Referral to internal support services		
Referral to CAMHS		
Referral to early help		
Other		

Child:

Action	YES/NO	Date
Police informed		
Referral to MASH		
Referral to external support services		
Referral to internal support services		
Referral to CAMHS		
Referral to early help		
Other		

Appendix 5: Linked Policies

As reflected throughout this policy, the Governing Board's responsibilities for safeguarding the welfare of children goes beyond compliance with child protection procedures and is implied or stated in a range of other school policies. This policy should be considered in conjunction with the following policies

- Anti-bullying Policy
- Behaviour Policy
- Safer Recruitment Policy
- Allegations of abuse against teachers and other staff policy
- Sytchampton Early Help Offer,
- Staff code of conduct
- SEND Policy
- Educational Visits Policy
- Online Safety Policy
- First Aid Policy
- Intimate Care Policy
- Health and Safety Policy
- Whistleblowing Policy