

SAFEGUARDING (CHILD PROTECTION) POLICY

This policy applies to Hereford Cathedral School, including Hereford Cathedral Junior School and the Early Years Foundation Stage.

Those parts of the policy which apply to one section of the School only have been clearly identified.

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This policy has been drawn up with regard to:

- Keeping Children Safe in Education (September 2019, updated October 2019) (KCSIE)
- Disqualification under the Childcare Act (July 2018, effective September 2018)
- Working Together to Safeguard Children (September 2018 – last update Feb 2019). (WT)
- Prevent Duty Guidance: for England and Wales (July 2015) (Prevent)
- The Prevent Duty: Departmental advice for schools and childminders (June 2015)
- The use of social media for on-line radicalisation (July 2015)
- Statutory Framework for the Early Years Foundation Stage (published March 2017, effective April 2017)
- Information and advice provided by the Herefordshire Safeguarding Children Board (HSCB), and more recently by [the Safeguarding Children and Young People in Herefordshire arrangements](#) (published in June 2019).
- ISI Commentary of the Regulatory Requirements (September 2019)
- Recommendations made by Herefordshire Council's Quality Assurance of the School's Self-Assessment of Safeguarding Practice, June 2019.

➤ **Section 1: Introduction**

The School is committed to providing a safe and secure environment for children, staff and visitors and to promoting a climate where children and adults feel confident about sharing any concerns which they might have about their own safety or the well-being of others.

The School recognises that safeguarding instances can happen anywhere and all staff should be alert to possible concerns being raised in this school.

The School recognises that well-developed self-esteem, confidence, supportive friends and good lines of communication with a trusted adult can help with the prevention of abuse.

The School also recognises that children who are abused or who witness abuse may find it difficult to develop a sense of self-worth and to view the world in a positive way. The School seeks to be a stable, secure and predictable element in the lives of all pupils, and this will be particularly important for children at risk.

The School endeavours to support pupils through:

1. Curriculum - including PSHE: safeguarding can be interwoven with many aspects of the existing curriculum which can help to promote the pupils' understanding of relationships, to increase self-esteem and awareness, to make judgements and problem-solve, to be assertive, to recognise, accept and express feelings, to explore the nature of trust, to take decisions and accept responsibility for oneself and others, and to be self-reliant and independent;
2. an ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued; pupils are encouraged to talk and are listened to;
3. the implementation of school behaviour management policies;
4. a commitment to develop productive, supportive relationships with parents, whenever it is in the pupil's interests to do so;
5. ensuring that the pupils are aware that they can approach any member of staff about any issue, including their Form Tutor, Head of House, the School Nurses/Matrons, the Chaplain or Deputy Head;
6. the development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

Section 2a: Policy and procedures for dealing with concerns about a child

This section was written in accordance with Herefordshire Safeguarding Children Board's agreed inter-agency procedures. That said, we are aware that safeguarding arrangements in Herefordshire are now the responsibility of the Council, the Clinical Commissioning Group and the Police (more details here <https://herefordshiresafeguardingboards.org.uk/>).

This section applies in the case of suspected abuse of a child by another child or children, or by an adult outside of school. (In the case of child on child abuse both the victim and perpetrator(s) should be treated as being at risk.) This also includes the act of sexting which threatens the social, emotional and/or physical safety of the child and such behaviour will usually be reported to the Police, and may include verbal bullying (which should not be passed off as "banter", "just having a laugh" or "part of growing up"), and other relevant issues covered in KCSIE. Verbal bullying (or banter) or any other issue of pupil behaviour or bullying should be treated as a child protection issue if there is reasonable cause to suspect a child is suffering, or is likely to suffer, significant harm. (Further advice about sexting in schools is available from the UK Council for Child Internet Safety: [Sexting in schools and colleges.](#))

It does not apply in cases which also involve an allegation of abuse against a staff member. This is covered in section 3 of this policy.

Guidance to staff on how to act when receiving a disclosure is contained in Appendix C.

The process below (A to C) details what action should be taken and who should take it when there are concerns about a child at Hereford Cathedral School, including Hereford Cathedral Junior School and the Early Years Foundation Stage. This process is also appropriate if there are concerns about children who may be at risk of being drawn into terrorism.

A. Sharing/recording concerns

An individual with concerns about a child (see Appendix B for signs and forms of abuse) must share these with the Designated Safeguarding Lead (DSL) who records them.

B. Consideration

The DSL considers if a referral to MASH (Multi Agency Safeguarding Hub) is necessary. In making this decision, the DSL may take account of the instinct of the referring adult and the definitions and signs of abuse (see Appendix B). In cases of doubt, the DSL will contact MASH for advice.

C. Either **Referral to MASH** or **No Referral to MASH**

Referral to MASH: The DSL makes a referral to MASH and liaises with them over future action.

No referral to MASH: The DSL records the concern and the reasons for the decision not to refer. The DSL oversees future care of the child(ren). This may involve putting internal systems into place or, where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police), there should be an inter-agency assessment to identify what help the child and family require to prevent needs escalating. An Early Help Assessment (more details: [here](#)) or a "Team around the Child" (TAC) approach may be appropriate. Should the individual with concerns about the child

disagree with the decision not to refer, they are urged to refer the matter themselves (see contact details – appendix A).

Some Guiding Principles to adhere to throughout the A-C process:

- At all times, the school should consider what is in the best interests of the child.
- If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to MASH and/or the Police
- If at any time, the child's situation does not appear to be improving, any of the adults involved should press for re-consideration – be it by the DSL or MASH.
- It is important to note that **anybody** can make a referral to social services. However, the DSL should be informed of such a referral.
- It is important that high thresholds are not imposed when making a referral decision. Herefordshire continuum of need can be found within [Safeguarding Children and Young People in Herefordshire \(2019-2020\)](#)
- Although decisions to seek support for a child in need, or about whom there are concerns relating to radicalisation, would normally be taken in consultation with parents and pupils, consent of parents or pupils is not required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.
- The importance of the following should be borne in mind:
 - children receiving the right help at the right time to address risks and prevent issues escalating
 - acting on and referring the early signs of abuse and neglect, and radicalisation
 - keeping clear records
 - listening to views of the child
 - reassessing concerns when situations do not improve
 - sharing information quickly
 - challenging inaction

Additional Notes Concerning peer on peer abuse

Allegations of peer on peer abuse should be recorded, investigated and dealt with in line with the A-C process above. Staff should be aware of the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but all peer on peer abuse is unacceptable and will be taken seriously. Peer on peer abuse can take different forms: sexual violence and sexual harassment, physical abuse, sexting, initiation violence and rituals. Staff should be aware of the School's procedures to minimise the risk of peer on peer abuse (in the behaviour and supervision policies) and of the School's processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported (behaviour policies). The Brook Traffic Light tool can be found here: https://legacy.brook.org.uk/brook_tools/traffic/Brook_Traffic_Light_Tool.pdf

Additional Notes Concerning Children who run away or go missing

Both the Junior School and Senior School have a separate procedure concerning this. See the relevant Lost or Missing Child Policy. See Appendix E (KCSIE Annex A) for further information regarding a child missing from education.

Additional notes concerning Female Genital Mutilation

From October 2015, it is mandatory for teachers to report to the police cases where they discover that an act of FGM appears to have been carried out. Having made the report, the matter should then be discussed with the DSL (unless there is a good reason not to do this). The DSL will then continue the police liaison and involve MASH as appropriate. Further information can be found in the Government publication, "Multi-agency statutory guidance on female genital mutilation (April 2016)", which can be found here:

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation> . Additional information regarding the mandatory reporting duty can be found in 'Mandatory reporting of female genital mutilation: procedural information' (Home Office publication) which can be found here:

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

In addition, the Home Office provides free e-learning at <https://www.fgmelearning.co.uk> . See Appendix E (KCSIE Annex A) for further information regarding so-called 'honour based' violence, including FGM.

Additional Notes concerning Radicalisation

Should any pupil be identified as being at risk of radicalisation, staff should report to the DSL. The DSL will follow steps B and C (above) as appropriate, including considering a referral to Channel.

On-line training in Prevent is available from

<https://www.elearning.prevent.homeoffice.gov.uk> .

See Appendix E (KCSIE Annex A) for further information regarding preventing radicalisation.

Additional Notes concerning Child Sexual Exploitation

Should any pupil be identified as being at risk of Child Sexual Exploitation, staff should report to the DSL. The DSL will follow steps B and C (above) as appropriate, including considering a referral directly to the police's child protection department (see contact details – Appendix A). Appendix E (KCSIE Annex A) for further information regarding child sexual exploitation. In addition, further information can be found in the DfE publication, "What to do if you suspect a child is being sexually exploited", available here:

<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited> which should be read in conjunction with the DfE publication Child Sexual

Exploitation (February 2017), available here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf . The Child Sexual Exploitation Disruption

Toolkit can be found here: <https://www.gov.uk/government/publications/child-exploitation-disruption-toolkit>.

MASH has a specialist Child Sexual Exploitation Co-ordinator.

Section 2b: Advice on how to behave when in receipt of a disclosure

Staff should be aware that a child is likely to disclose to someone they trust: this could be anyone. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child.

Staff should:

1. If possible, manage the disclosure with a second member of staff present.
2. Listen with care, quietly but actively; allow silence
3. Reassure the child that he/she is not to blame and was right to tell you
4. Not show disbelief
5. Not appear shocked or angry
6. Not give a guarantee of confidentiality
7. Take the allegation seriously
8. Affirm the child's feelings as expressed (don't tell the child how he/she should feel)
9. Avoid being judgmental about the information given by the child
10. Avoid a 'whodunit' approach (a casual enquiry about who did it is all right, but do not pursue the matter; remember, it can be distressing for children to be faced with persistent questioning)
11. Share the information only with those people who are necessary to progress it: refer to the DSL as soon as is practically possible
12. Respect the confidentiality of the information that you have shared.
13. Make a record. Best practice is to devote full attention to the child and to listen during the disclosure and to write up a thorough summary immediately afterwards. Notes should only record the facts as the child presented them.
14. Where the disclosure includes an online element, staff must not view or forward illegal images of a child; the advice of the DSL must be sought. The DfE have published guidance on [Searching, Screening and Confiscation](#) and the [UKCCIS sexting advice](#).

Whilst the primary function of School staff is to listen and record, some questioning may be appropriate. However, the child should not be interrogated. Any questions should aim to obtain basic information. If the child does not respond, the matter should not be pursued further. The pursuit and recovery of evidence is a matter for the police. Where questions are asked, 'open-ended' questions (where, when, what etc) should be used rather than 'leading' questions which suggest possible answers.

NEVER think abuse is impossible in your school or that an accusation against someone you know well and trust is bound to be wrong. **LOOK AFTER YOURSELF** as you may feel upset after speaking to the child. You may need support and may wish to seek specialist support or counselling.

Section 3: Arrangements for handling allegations of abuse against members of staff, volunteers and the Head.

Overriding Principles:

- If an allegation is made against a member of staff, volunteer or the Head, all unnecessary delays should be eradicated
- No investigation should be undertaken without prior consultation with the local authority designated officer (LADO), or in the most serious cases, the police, so as not to jeopardise statutory investigations

Hereford Cathedral (Junior & EYFS) School

Reporting Allegations:

All allegations which appear to meet the reporting criteria in KCSIE* are to be reported straight away to the Head of the Junior School (who will liaise with the designated Governor for Safeguarding), or in his absence the Chairman of Governors (who will liaise with the designated Governor for Safeguarding). The Head of Senior School will be kept informed.

If an allegation is made against the Head of the Junior School, the member of staff should inform the Chair of Governors (or, where the Chair cannot be contacted, the designated Governor for Safeguarding without notifying the Head of the Junior School. The Chair of Governors will keep the Head of Senior School informed.

In borderline cases, discussions with the LADO can be held informally and without naming the school or individual.

Hereford Cathedral (Senior) School

Reporting Allegations:

All allegations which appear to meet the reporting criteria in KCSIE* are to be reported straight away to the Headmaster (who will liaise with the designated Governor for Safeguarding), or in his absence the Chairman of Governors (who will liaise with the designated Governor for Safeguarding).

If an allegation is made against the Headmaster, the member of staff should inform the Chair of Governors (or, where the Chair cannot be contacted, the designated Governor for Safeguarding) without notifying the Headmaster.

In borderline cases, discussions with the LADO can be held informally and without naming the school or individual.

*The criteria as stated in part 4 of KCSIE are if it is alleged that a teacher or member of staff (including volunteers) has:

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

These criteria apply to members of staff who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place. (Allegations against a teacher who is no longer teaching should be referred to the police).

Next Steps to be taken by the Head of the Junior School, or the Headmaster, or the Chair of Governors

Immediate contact should be made with the LADO to discuss the allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. Regulations specify that the LADO should be informed within one working day of all allegations which come to the School's attention or which are made directly to the police.

Discussions should be recorded in writing, and communication with both the individual and the parents of the child/children agreed. The School will consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. The School will give due weight to the views of the LADO and to the appropriate policy when making a decision about suspension.

The School will make every effort to maintain confidentiality and guard against unwanted publicity. This applies up to the point where the accused person is charged with an offence, or the DfE/TRA (Teaching Regulation Agency) publish information about an investigation or decision in a disciplinary case.

Reporting to DBS (Disclosure and Barring Service):

The School will promptly report to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used* for regulated activity and the DBS referral criteria are met, that is, they have caused harm or posed a risk of harm to a child. (*Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.)

All reports will include as much evidence about the circumstances of the case as possible. Failure to make a report constitutes an offence. 'Compromise agreements' cannot be used to prevent a referral being made to the DBS when it is legally required nor can an individual's refusal to cooperate with an investigation. Proprietors of independent schools have a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources.

Reporting to TRA (Teaching Regulation Agency):

The School is also under a duty to consider making a referral to the TRA where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. Advice about whether an allegation against a teacher is sufficiently serious to refer to the TRA can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/700607/Teacher_misconduct-the_prohibition_of_teachers.pdf . Further guidance can be found on the TRA website: <https://www.gov.uk/government/organisations/teaching-regulation-agency> .

Section 4: Staff code of conduct – guidelines aimed at preventing pupils and staff being at risk of harm or at risk of allegations of causing harm

1. Staff are expected to maintain professional and supportive relationships with the pupils.
2. All staff, especially those engaged in close one-to-one teaching, should exercise caution when you are alone with pupils, whilst respecting privacy and confidentiality. If possible, when it is appropriate to work one to one make sure that others are within earshot, preferably within sight. This may be achieved by propping a door open, for example.
3. Be alert to the possible risks that might arise from social contact with pupils outside of the school.
4. If you feel that a student is becoming dependent upon you, or is making excessive or inappropriate demands on you, do not let the situation continue. Withdraw from the situation and seek advice from a senior colleague **without delay**.
5. Similarly, if you notice one of your colleagues at risk, you may raise this with him or her and/ or with the DSL.
6. If you feel uncomfortable or unsure of yourself in dealing with a student, withdraw from the situation and share your concerns with a senior colleague.
7. E-mail contact with pupils - staff should use their school email addresses for any email contact with pupils. Staff should ensure that any emails are professional and formal in style and manner.
8. Staff must not communicate with pupils through non-school social networking sites – nor allow pupils at school to become “friends” on non-school social networking sites, excepting their own children. Staff should exercise caution when using social networking sites and ensure that privacy settings specify friends only access.
9. Physical Contact - some physical contact is appropriate and necessary for the purpose of:
 - Care
 - Instruction
 - Restraint

The nature of the contact should be limited to what is age appropriate for the child and in public view. Staff should be aware that any such contact may be misconstrued. All Junior School and EYFS staff need to be aware of our Intimate Care Policy.

For our youngest children (EYFS), supportive physical contact is central to promoting emotional development, and at times, children will need to be held and offered physical reassurance.

10. Use of mobile phones and cameras – Hereford Cathedral School has a personal mobile device and camera policy, of which staff must be aware. This policy includes the EYFS. See Appendix C
11. Under no circumstances should any member of staff have a sexual relationship with a Hereford Cathedral School pupil.
12. The school's whistleblowing procedures are detailed in Section 5 of this document.

Section 5: Whistleblowing procedures

We all have a responsibility to help detect, prevent and report instances of any suspicious activity or wrongdoing, including bribery. Hereford Cathedral School is absolutely committed to ensuring that all of us have a safe, reliable, and confidential way of reporting any suspicious activity. Staff must acknowledge their individual responsibility to bring matters of concern to the attention of the Senior Leadership Team and/or relevant agencies. Although this can be difficult this is particularly important where the welfare of children may be at risk.

You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child continuing to be unnecessarily at risk. Remember it is often the most vulnerable children who are targeted. These children need someone like you to safeguard their welfare. **Don't think what if I'm wrong - think what if I'm right.**

Reasons for whistle blowing:

1. Each individual has a responsibility for raising concerns about unacceptable practice or behaviour
2. To prevent the problem worsening or widening
3. To protect or reduce risks to others
4. To prevent becoming implicated yourself

What stops people from whistle blowing:

1. Fear of starting a chain of events which spirals out of control
2. Disrupting the work or project
3. Fear of getting it wrong
4. Fear of repercussions or damaging careers
5. Fear of not being believed

How to raise a concern:

1. You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken. Try to pinpoint exactly what practice is concerning you and why.
2. Approach your immediate manager, DSL, or the Head.
3. If your concern is about your immediate manager/Head, speak to the Chair of Governors or to the Headmaster of the Senior School, or the Governor who takes a specific interest in safeguarding issues.
4. Make sure you get a satisfactory response - don't let matters rest.
5. Ideally, you should put your concerns in writing, outlining the background and history, giving names, dates and places wherever you can.
6. A member of staff is not expected to prove the truth of an allegation but will need to demonstrate sufficient grounds for the concern. (This includes any adult, paid or voluntary, who works in our school.)

What happens next:

1. You should be given information on the nature and progress of any enquiries.
2. Your employer has a responsibility to protect you from harassment or

- victimisation.
3. No action will be taken against you if the concern proves to be unfounded and was raised in good faith.
 4. Malicious allegations may be considered as a disciplinary offence.

If mediation or dispute resolution is required, this will be provided.

Self-reporting

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

Further advice and support:

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from any member of the Senior Leadership Team. In addition advice and support is available via the NSPCC Whistle Blowing Helpline: 0800 028 0285 (0800-200 Monday-Friday, or email help@nspcc.org.uk).

Section 6: Recruitment procedures

An important part of safeguarding children is for schools to operate safe recruitment procedures and to follow procedures for appointing staff. The Headmaster of the Senior School, the Head of the Junior School and other staff have undertaken HSCB's Safe Recruitment training.

The School will only use employment agencies which can demonstrate that they positively vet their supply staff and will report the misconduct of temporary or agency staff to the agency concerned and to the LA. Staff joining the School on a permanent or temporary basis will be given a copy of this safeguarding policy.

The School's full recruitment procedures can be found in the School's Recruitment Policy. Parents can access this policy by contacting the School.

An additional note on visiting speakers

Before a visit takes place, the Deputy Head of the Junior School or Senior School must be consulted and give consent. He will ensure that appropriate checks have taken place to ensure that the speaker is suitable.

Section 7: Management of safeguarding – Identities, Roles and Responsibilities

Role of Governors (and the role and identity of the Safeguarding Governor)

The Governing Body is responsible for ensuring there is an effective safeguarding/child protection policy in place, and for ensuring that the arrangements described in the policy are implemented fully in practice.

Whilst the Governing Body recognises that safeguarding duties are the responsibility of the Governing Body as a whole, **Will Hanks** is the appointed Safeguarding Governor.

The Safeguarding Governor will liaise with the Headmaster, the Head of the Junior School and DSL(s) to ensure that the policy, procedures and efficiency with which the related duties have been discharged are reviewed annually by Governors. He will ensure that the DSLs receive the necessary training in Safeguarding and Child Protection and inter-agency working and that this is updated every two years. He will also report to the Governing Body and ensure that they undertake an annual review of the policies and procedures and of the efficiency with which related duties have been discharged.

Role of the Headmaster

The Headmaster, in liaison with the Head of the Junior School (with regard to the Junior School), is responsible for the implementation of the policy across the whole school and ensuring that the outcomes are monitored. He will ensure that reports are made at least annually to Governors about the working of the policy.

Identity of the DSLs and DDSLs

Hereford Cathedral (Junior & EYFS) School

The **Designated Safeguarding Leads (DSL) for the Junior School (including EYFS)** is: **James Debenham (Deputy Head)** who has also designated responsibility for EYFS and liaising with local statutory children's agencies as appropriate.

j.debenham@herefordcs.com or 01432 363511

The DSL has ultimate lead responsibility for safeguarding and child protection in the Junior School.

The **Deputy Designated Safeguarding Leads (DDSL) for the Junior School (including EYFS)** is:

Chris Wright (Head)

c.wright@herefordcs.com or 01432 363511

To ensure that there is always cover for this role, in the absence of both of the above, the Senior School DSL or DDSL may be contacted. (See below for contact details)

In all instances, DSLs and DDSLs will keep Paul Smith (Headmaster of the Senior School) informed or in his absence, or if deemed inappropriate, Will Hanks (Safeguarding Governor).

Hereford Cathedral (Senior) School

The **Designated Safeguarding Leads (DSL) for the Senior School** is:

Bruce Blyth (Deputy Head)

b.blyth@herefordcs.com or 01432 363526

The DSL has ultimate lead responsibility for safeguarding and child protection in the Senior School.

The **Deputy Designated Safeguarding Leads (DDSL) for the Senior School** is:

Jill Pattison

j.pattison@herefordcs.com or 01432 363526

To ensure that there is always cover for this role, in the absence of both of the above, the Junior School DSL or DDSL may be contacted. (See above for contact details)

In all instances, DSLs and DDSLs will keep Paul Smith (Headmaster of the Senior School) informed or in his absence, or if deemed inappropriate, Will Hanks (Safeguarding Governor).

Role of the DSLs and DDSLs:

Whilst the DSLs have ultimate lead responsibility for safeguarding and child protection (including online safety), the DSLs and DDSLs work together on the following:

- To manage referrals (as described in Section 2 of this policy)
- To act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- To ensure that all training is carried out in accordance with Section 8 of this policy
- Ensure each member of staff has access to and understands the School's safeguarding/child protection policy and procedures
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of the workings of the [Safeguarding Children and Young People in Herefordshire arrangements](#) and to contribute to these effectively.
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- To take the lead in matters of online safety, including the weekly monitoring of internet searches which have been blocked by the School's internet filters
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff
- Ensure this policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Governing Body regarding this
- Ensure this policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the local agencies to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where children leave the School, ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file; additionally, to ensure that the appropriate information is shared in order to ensure that the new school is able to have support in place when the child arrives at the new school.

With reference to radicalisation, Bruce Blyth is the designated 'Prevent Lead'. With reference to Looked After Children, Bruce Blyth is the designated teacher.

Role of all staff, volunteers and Governors

All staff, volunteers and Governors have a role to play in safeguarding the children. They have a duty to be alert to signs of abuse and to share concerns as detailed in Section 2 of this policy.

Section 8: Training

All staff are required to read this policy, Part One of KCSIE and Annex A of KCSIE which is included as an appendix to this policy.

On appointment, all staff receive a safeguarding briefing and are issued with a copy of this policy, which includes information about the role of the designated safeguarding leads and deputy designated safeguarding leads (Section 7), the integral staff code of conduct (Section 4), whistle blowing procedures (Section 5), the identity of the DSLs and DDSLs (Section 7) and part 1 and Annex A of KCSIE (Appendices C & D). They are also issued with a copy of the relevant behaviour policy and lost or missing child policy (Junior School or Senior School). During this briefing, all of the above are talked through as well as our online safety procedures, which include the use of filters for all internet access. Staff are given the opportunity to ask questions and discuss all the above, as well as the school's own safeguarding policy and procedures.

DSLs receive updated safeguarding / child protection training every two years. This training is of the appropriate level, and includes local inter-agency working protocols and the local approach to Prevent duties. In addition, the 'prevent lead' (Bruce Blyth) will maintain up to date training in Prevent.

All staff are required to undertake safeguarding training every three years (at a minimum), in line with local recommendations. This is delivered through any of the following:

- Internal briefings
- Internal training organised with an external trainer
- Online training (EduCare)

All staff safeguarding training is recorded by the Human Resources Office. The DSLs audit this training record regularly.

In addition to the at least three yearly training outlined above, staff also receive reminders and informal updates of the school's safeguarding policy and procedures. These might be via email and / or during staff meetings. These reminders and informal updates occur at least annually.

The Governing Body recognises that staff build up expertise by undertaking safeguarding training and managing safeguarding concerns on a day-to-day basis. Staff are therefore provided with the opportunity to contribute to and shape safeguarding arrangements and child protection policy. This is achieved through regular dialogue between Governors and key members of staff.

Section 9: Arrangements for reviewing the School's safeguarding/child protection policies and procedures annually

The Governing Body review this policy and its implementation annually.

The DSLs and the Safeguarding Governor liaise over this process. They review the policy and its implementation, by considering issues such as:

- training records
- evidence of appropriate liaison with other agencies
- developments in local and national safeguarding procedures and practice
- the implementation of policy with regard to specific cases
- issues and themes which may have emerged in school

Additionally, if there has been a substantiated allegation against a member of staff, the School will work with the LADO to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

Section 10: Arrangements to fulfil other safeguarding and welfare responsibilities

- The school is aware of its duty to promote the safety and welfare of its pupils. It does this through provision of safeguarding in the curriculum (within PSHE, e-safety sessions in ICT, and assemblies) and the provision of internet safety sessions for parents.
- The school is aware of its context. We are a city centre school, with pupils aged rising 3-18, from a wide range of backgrounds, distributed across a number of different buildings. Our catchment includes rural area of Herefordshire, including agricultural communities. Regionally, Hereford is located between major cities, such as Birmingham and Cardiff, and therefore County Lines may be relevant. International students join us from a wide range of different countries and cultures. Further details of the local context of Herefordshire are contained in [Safeguarding Children and Young People in Herefordshire](#)
- The DSL has responsibility for the welfare and progress of any looked after children on roll.
- Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and can be particularly vulnerable to abuse, including to peer on peer abuse. We recognise that additional barriers can exist when recognising abuse and neglect in this group of children. These additional barriers can include:
 - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
 - children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
 - communication barriers and difficulties in overcoming these barriers.

It is incumbent on members of staff and the DSL to bear this in mind when considering how to support such children, and the relevant Head of Learning Support may be involved in this decision making process.

- Care of the Choristers - we recognise that the choristers have additional responsibilities, commitments and pressures. The Cathedral's Safeguarding Policy can be found via a link here: <https://www.herefordcathedral.org/safeguarding>. Contact details for Cathedral Safeguarding personnel can be found in the contacts section of this policy. There are additional measures in place to ensure their welfare:
 - Junior School: a weekly meeting between Head of the Junior School and Chorister Tutor, a weekly meeting between the Head, Chorister Tutor and Deputy Head, with a pastoral and an organisational focus; termly Cathedral Liaison Meetings; regular meetings between the Head of the Junior School and the choristers themselves
 - Senior School: all choristers are added to the Care List and discussed regularly; relevant tutors liaise with the Chorister Tutor as necessary; termly Cathedral Liaison Meetings; the Chorister Tutor attends the weekly staff briefing

- Disqualification Under the ChildCare Act 2006 - the School is aware that it must not knowingly employ people to work in 'childcare' or allow them to be directly concerned in its management if they are 'disqualified' from childcare. Within the context of the Junior School, childcare includes all provision for children in Nursery and Reception and Breakfast Club and Phoenix Club.

The guidance applies to employees, volunteers, supply / agency staff, self-employed people, staff and other organisations, governors who volunteer and all of those directly concerned in the management of the above. It does not apply to some groups such as cleaners, kitchen staff and school nurses. Further details of those included and not included and on the ground for disqualification can be found in the document Disqualification under the Child Care Act (2006) June 2016.

It is the School's policy to:

- inform the relevant people of the legislation;
- gather sufficient and accurate information (through a self-declaration form) about whether or not any relevant person is disqualified;
- record the checks for those relevant persons, including the date disqualification checks were completed.

Further details, and the steps which must be taken if a relevant person is found to be disqualified, or if there is any doubt over the issue, can be found in the document [Disqualification under the Child Care Act \(2006\) Updated 31 August 2018](#).

- Boarding. The school is aware of its obligations under the National Minimum Standards for Boarding, which can be found [here](#). These apply to boarding pupils and also to those for whom the school has organised lodgings. Contact details for relevant staff members can be found in Appendix A.

Appendix A – Contacts

Contact details for DSLs can be found in Section 6 of this policy.

Head of International Students: Stuart Higgins: s.higgins@herefordcs.com

Housemistress: Pippa Fowler: p.fowler@herefordcs.com

Safeguarding Governor: Will Hanks and Chair of Governors: Rear Admiral Philip Wilcocks, via the Bursar: bursarpa@herefordcs.com 01432 363544

Headmaster of Senior School: Paul Smith: hmpa@herefordcs.com 01432 363521

Cathedral Contacts

Barbara Gratton, a member of Chapter with Safeguarding oversight: 01989 730295 or barbara.gratton@herefordcathedral.org

Lorraine Cave-Brown-Cave, HR and Safeguarding, is the office based staff member with responsibility for safeguarding: 01432 374254 or lorraine@herefordcathedral.org

Herefordshire Contacts

Herefordshire LADO:

lado@herefordshire.gcsx.gov.uk

01432 261739 or via 01432 260665

The Multi Agency Safeguarding Hub (MASH):

01432 260800

The Herefordshire Lead for the Channel programme is Nina Bridges, contactable via MASH.

The Herefordshire Lead for the CSE in Amy Proctor, contactable via MASH.

The Safeguarding Children and Young People in Herefordshire arrangements (which replace the Herefordshire Safeguarding Children Board) can be found here:

<https://herefordshiresafeguardingboards.org.uk/>

West Mercia Police Switchboard: 0300 333 3000 (request the duty inspector)

The Police's child protection department can be contacted via the West Mercia Police Switchboard, or by dialling 101.

The West Midlands's Safeguarding Policies and Procedures, including the guidance concerns how to manage professional disagreements can be found here:

<https://westmidlands.procedures.org.uk/>

For support and advice about extremism, the following contacts may be useful;

- the local police force (101)

the DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and counter-extremism@education.gsi.gov.uk.

Appendix B - SIGNS OF POSSIBLE CHILD ABUSE

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to prevent harm. Children may be abused in a family or in an institution or community setting by those known to them or, more rarely, by others (eg via the internet). They may be abused by an adult or adults or by another child or children. It is important for staff to identify signs of possible abuse and neglect at the earliest opportunity. These may include:

1. significant changes in children's behaviour;
2. deterioration in children's general well-being;
3. unexplained bruising, marks or signs of possible abuse or neglect;
4. children's comments which give cause for concern;
5. any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or
6. inappropriate behaviour displayed by other members of staff, or any other person working with children, for example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

Lists such as the one below are neither completely definitive nor exhaustive. The information in such lists has to be used in the context of the child's whole situation and in combination with a range of other information related to the child and his/her circumstances. There can be an overlap between all the different forms of child abuse and all or several can co-exist.

Physical Abuse

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.

Signs of possible physical abuse:

1. Unexplained injuries or burns, particularly if they are recurrent
2. Improbable excuses given to explain injuries
3. Refusal to discuss injuries
4. Untreated injuries, or delay in reporting them
5. Admission of excessive physical punishment
6. Arms and legs kept covered in hot weather
7. Fear of returning home
8. Aggression towards others
9. Running away
10. Giving a child harmful substances, inappropriate drugs and alcohol
11. Withdrawal
12. Unexplained absences/lateness

When considering the possibility of non-accidental injury it is important to remember that the injuries may have occurred for other reasons, e.g. genuine accidents or medical disorders.

Neglect

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 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.

Signs of possible physical neglect:

1. Constant hunger
2. Poor personal hygiene
3. Constant tiredness
4. Poor state of clothing
5. Frequent lateness and/or unexplained non-attendance at school
6. Untreated medical problems
7. Low self-esteem
8. Poor peer relationships
9. Stealing

Non-Organic Failure to Thrive

Signs of possible non-organic failure to thrive:

1. Significant lack of growth
2. Weight loss
3. Hair loss
4. Poor skin or muscle tone
5. Circulatory disorders

Emotional Abuse

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 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.

Signs of possible emotional abuse:

1. Low self-esteem
2. Continual self-deprecation
3. Sudden speech disorder
4. Significant decline in concentration
5. Socio-emotional immaturity
6. 'Neurotic' behaviour (e.g. rocking, head banging)
7. Self-mutilation
8. Compulsive stealing
9. Extremes of passivity or aggression
10. Running away
11. Indiscriminate friendliness

Sexual Abuse

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

Not all children are able to tell parents/adults that they have been assaulted. Changes in behaviour may be a signal that something has happened. These are general indicators that the child may be troubled, though not necessarily about a sexual assault. The child may have some of these problems or none at all. It is the combination, frequency and duration of signs that will alert you to a problem. Try to notice all changes in usual behaviour. It is important to remember that in sexual assault there may well be no physical or behavioural signs.

Signs of possible sexual abuse:

Behavioural

1. Lack of trust in adults or over familiarity with adults
2. Fear of a particular individual
3. Social isolation – withdrawal or introversion
4. Sleep disturbance (nightmares, irrational fears, bed wetting, fear of sleeping alone, needing a nightlight)
5. Running away from home
6. Girls taking over the mothering role
7. Reluctance or refusal to participate in physical activity or to change clothes for activities
8. Low self-esteem
9. Drug, alcohol or solvent abuse
10. Display of sexual knowledge beyond child's years
11. Unusual interest in the genitals of adults or children or animals
12. Expressing affection in inappropriate ways, e.g. 'French kissing'
13. Fear of bathrooms, showers, closed doors

14. Abnormal, sexualised drawing
15. Fear of medical examinations
16. Developmental regression
17. Poor peer relations
18. Over sexualised behaviour
19. Compulsive masturbation
20. Stealing
21. Psychosomatic factors, e.g. recurrent abdominal pain or headache
22. Sexual promiscuity
23. Physical/Medical
24. Sleeplessness, nightmares, fear of the dark
25. Bruises, scratches, bite marks to the thighs or genital areas
26. Itch, soreness, discharge, unexplained bleeding from the rectum, vagina or penis
27. Pain on passing urine or recurrent urinary infection
28. Stained underwear
29. Anxiety/depression
30. Eating disorder, e.g. anorexia nervosa, bulimia
31. Discomfort/difficulty in walking or sitting
32. Pregnancy – particularly when reluctant to name father
33. Venereal disease, sexually transmitted diseases
34. Soiling or wetting in children who have been trained
35. Self-mutilation/suicide attempts

Further signs of abuse and neglect can also be found on the Herefordshire Safeguarding Boards Website (<https://herefordshiresafeguardingboards.org.uk/hscb>)

Radicalisation

Key indicators of risk of radicalisation are:

1. Vulnerability: distance from cultural heritage; personal crisis; personal circumstances; unmet aspirations; criminality.
2. Access to extremism / extremist influences
3. Experiences, Behaviours and Influences: encountering rejection; evidence of extremist influences; international events having a personal impact; conflict with family over religious beliefs or life choices
4. Travel: a pattern of regular or extended travel within the UK; travel for extended periods of time to international locations associated with extremism; using methods to disguise true identity.
5. Social Factors: experience of poverty, disadvantage, discrimination or social exclusion; a lack of affinity or understanding of others or social isolation from peer group; a flawed understanding of religion or politics; insecure or absent family relationships; evidence that a significant adult had extremist views or sympathies.
6. Critical Risk Factors: being in contact with extremist recruiters; articulating support for extremist causes or leaders; accessing extremist websites, especially those with a social networking element; possessing extremist literature; using extremist narratives and a global ideology to explain personal disadvantage; justifying the use of violence to solve societal issues; joining extremist organisations; significant changes in appearance and / or behaviour.

Child Sexual Exploitation

Signs and indicators of child sexual exploitation include:

1. disengagement with school, not in school, truancy, exclusion
2. repeat sexually transmitted infections; in girls repeat pregnancy, abortions, miscarriage
3. hanging out with groups of older people, anti-social groups, other vulnerable peers
4. unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
5. involved in abusive relationships, intimidated and fearful of certain people or situations
6. self-harming, suicide attempts, overdosing, eating disorders
7. injuries from physical assault, physical restraint, sexual assault
8. moving around the country, appearing in new towns or cities, not knowing where they are
9. sexting (sending and receiving explicit photos of themselves on mobile phones)
10. unexplained gifts
11. unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
12. engagement in offending, criminal activity
13. going missing, running away, homelessness
14. drug use, alcohol abuse
15. sexually risky behaviour, 'swapping' sex
16. gang fights, gang membership
17. getting into/out of different cars
18. accessing hardcore pornography on the internet
19. contact with known perpetrators
20. association with older men
21. inappropriate sexual behaviour
22. seen at known places of concern
23. police involvement, police records

Further information regarding child sexual exploitation be found on the Herefordshire Safeguarding Boards Website (<https://herefordshiresafeguardingboards.org.uk/hscb/>)

Appendix C - Camera Policy and Policy for Acceptable Use of Personal Mobile Devices by School Employees

The policy defines and describes the acceptable use of personal mobile devices (eg 'phones) and cameras for school employees. Its purpose is to ensure the safety of the children in our care, in accordance with our Safeguarding procedures, and to protect staff from allegations of misconduct.

We recognise that mobile devices are an essential part of modern life and can be vital as an emergency contact for staff. We seek to ensure that everyone follows the same guidelines while at work and therefore to ensure that the safety of children, and professionalism of staff, is always maintained.

USE OF MOBILE PHONES & OTHER MOBILE DEVICES

- Personal mobile devices should be switched off or set to 'silent' during lessons.
- Staff should not use personal mobile devices in school during working hours when children are present, unless there are exceptional circumstances.
- It is permissible for staff to give the school telephone number as a point of emergency contact for them during the school day.
- For games, trips, walks etc., which are away from school, staff must take a mobile device in case there is a need for emergency calls. This should normally be a school phone but it may be a personal device, provided that its use is restricted to urgent school business or emergency calls.
- Staff must not give their personal mobile phone number to pupils (excepting their own children).
- Staff must not store children's numbers on their personal devices (excepting their own children).
- Staff must not contact a pupil via the pupil's mobile phone except in exceptional circumstances.

TAKING PHOTOGRAPHS OF CHILDREN

- Photographs taken of the children should only be taken with school cameras/devices. Photographs should only be stored on school computers and school photo albums.

[There may be reasons why a particular member of staff may need to deviate from the above. Any member of staff wishing to do so should seek prior written consent from the DSL in the first instance.

Consent may be granted by the DSL in consultation with the Head of the Junior School, or the Deputy Head of the Senior School for a stated purpose and within a given time frame, generally under the following conditions:

Conditions:

- The images should be stored separately from any other images.
 - The images should be used only for the prescribed purpose.
 - The photos should only be stored for as long as necessary and should then be deleted.]
-
- Neither personal details nor full names of children should be published alongside images on the school website, or in school publications.

 - A small number of parents have not given permission for their children's photos to be published. This information is available from the Marketing and Development Office and the Junior School Office. Staff must respect the decision of parents and ensure that they do not place any photos on the school website nor in any other publication without parental permission.

 - Staff should avoid taking pictures of children which show them in short skirts, swimming costumes, bikinis etc.

 - Staff are advised not to allow themselves to be photographed by a pupil with a camera or mobile phone.

 - Members of staff may take copies of any photographs which contain their own children from the school network for their own personal use. However, they should be sensitive to the fact that these photographs may contain other children. No photographs which contain other children should be placed on personal social media.

Part one: Safeguarding information for all staff

What school and college staff should know and do

A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance [Working Together to Safeguard Children](#)
2. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.
3. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
 - protecting children from maltreatment;
 - preventing impairment of children's health or development;
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - taking action to enable all children to have the best outcomes.
5. Children includes everyone under the age of 18.

The role of school and college staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

7. **All** staff have a responsibility to provide a safe environment in which children can learn.
8. **All** staff should be prepared to identify children who may benefit from early help.¹ Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.
9. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 36-47. Staff should expect to support social workers and other agencies following any referral.
10. Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
11. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.
12. The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.²

What school and college staff need to know

13. **All** staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:

- the child protection policy;
- the behaviour policy;²
- the staff behaviour policy (sometimes called a code of conduct);
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Copies of policies and a copy of Part one of this document should be provided to staff at induction.

¹ Detailed information on early help can be found in Chapter 1 of [Working Together to Safeguard Children](#). ² The [Teachers' Standards](#) apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.

² All schools are required to have a behaviour policy (read [Behaviour and school discipline in schools](#)). If a college chooses to have a behaviour policy it should be provided to staff as described above.

14. **All** staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

15. **All** staff should be aware of their local early help³ process and understand their role in it.

16. **All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.⁵

17. **All** staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

What school and college staff should look out for

Early Help

18. **Any** child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- 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;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;

³ Detailed information on early help can be found in Chapter 1 of [Working Together to Safeguard Children](#). ⁵ More information on statutory assessments is included at paragraph 42. Detailed information on statutory assessments can be found in Chapter 1 of [Working Together to Safeguard Children](#).

- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care; and
- is a privately fostered child.

Abuse and neglect

19. Knowing what to look for is vital to the early identification of abuse and neglect. **All** staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should **always** speak to the designated safeguarding lead (or deputy).

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

Indicators of abuse and neglect

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

22. **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.

23. **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.

24. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 27).

25. **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.

Safeguarding issues

26. **All** staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

Peer on peer abuse

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

- bullying (including cyberbullying);

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence,⁴ such as rape, assault by penetration and sexual assault;

sexual harassment,⁵ such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

upskirting,⁶ which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;

- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

28. **All** staff should be clear as to the school's or college's policy and procedures with regards to peer on peer abuse.

Serious violence

29. All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendship 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.

All staff should be aware of the associated risks and understand the measures in place to manage these. 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.⁷

Female Genital Mutilation

30. Whilst **all** staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**.⁸ If a teacher, in the course of their work in the

⁴ For further information about sexual violence see Annex A.

⁵ For further information about sexual harassment see Annex A.

⁶ For further information about 'upskirting' see Annex A.

⁷ For further information about violent crime see Annex A.

⁸ Under Section 5B(11) (a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex A for further details.

Contextual safeguarding

31. Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. **All** staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here: [Contextual Safeguarding](#).

Additional information and support

32. Departmental advice [What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The [NSPCC](#) website also provides useful additional information on abuse and neglect and what to look out for.

33. **Annex A** contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex.

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

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

35. If staff have **any concerns** about a child's welfare, they should act on them immediately. See page 15 for a flow chart setting out the process for staff when they have concerns about a child.

36. If staff have a concern, they should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

37. Options will then include:

managing any support for the child internally via the school's or college's own pastoral support processes;

- an early help assessment;⁹ or
- a referral for statutory services,¹⁰ for example as the child might be in need, is in need or suffering or likely to suffer harm.

38. The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

39. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

⁹ Further information on early help assessments, provision of early help services and accessing services is in Chapter 1 of [Working Together to Safeguard Children](#).

¹⁰ Chapter 1 of [Working Together to Safeguard Children](#) sets out that the safeguarding partners should publish a threshold document that should include the criteria, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under section 17 and 47. Local authorities, with their partners, should develop and publish local protocols for assessment. A local protocol should set out clear arrangements for how cases will be managed once a child is referred into local authority children's social care.

Early help

41. If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's

social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

Statutory assessments

42. **Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.** Referrals should follow the local referral process.

Children in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

43. The online tool [Report Child Abuse to Your Local Council](#) directs to the relevant local children's social care contact number.

What will the local authority do?

44. Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:

- the child requires immediate protection and urgent action is required;
- the child is in need, and should be assessed under section 17 of the Children Act 1989;
- there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989;
- any services are required by the child and family and what type of services
- further specialist assessments are required to help the local authority to decide what further action to take;
- to see the child as soon as possible if the decision is taken that the referral requires further assessment.

45. The referrer should follow up if this information is not forthcoming.

46. If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

47. If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Record keeping

48. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

Why is all of this important?

49. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have

repeatedly shown the dangers of failing to take effective action.¹¹ Examples of poor practice include:

- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping;
- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve;
- not sharing information;
- sharing information too slowly; and
- a lack of challenge to those who appear not to be taking action.

What school and college staff should do if they have concerns about another staff member who may pose a risk of harm to children

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

- this should be referred to the headteacher or principal;
- where there are concerns/allegations about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school; and
- in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority. (Further details can be found in Part four of this guidance).

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

51. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

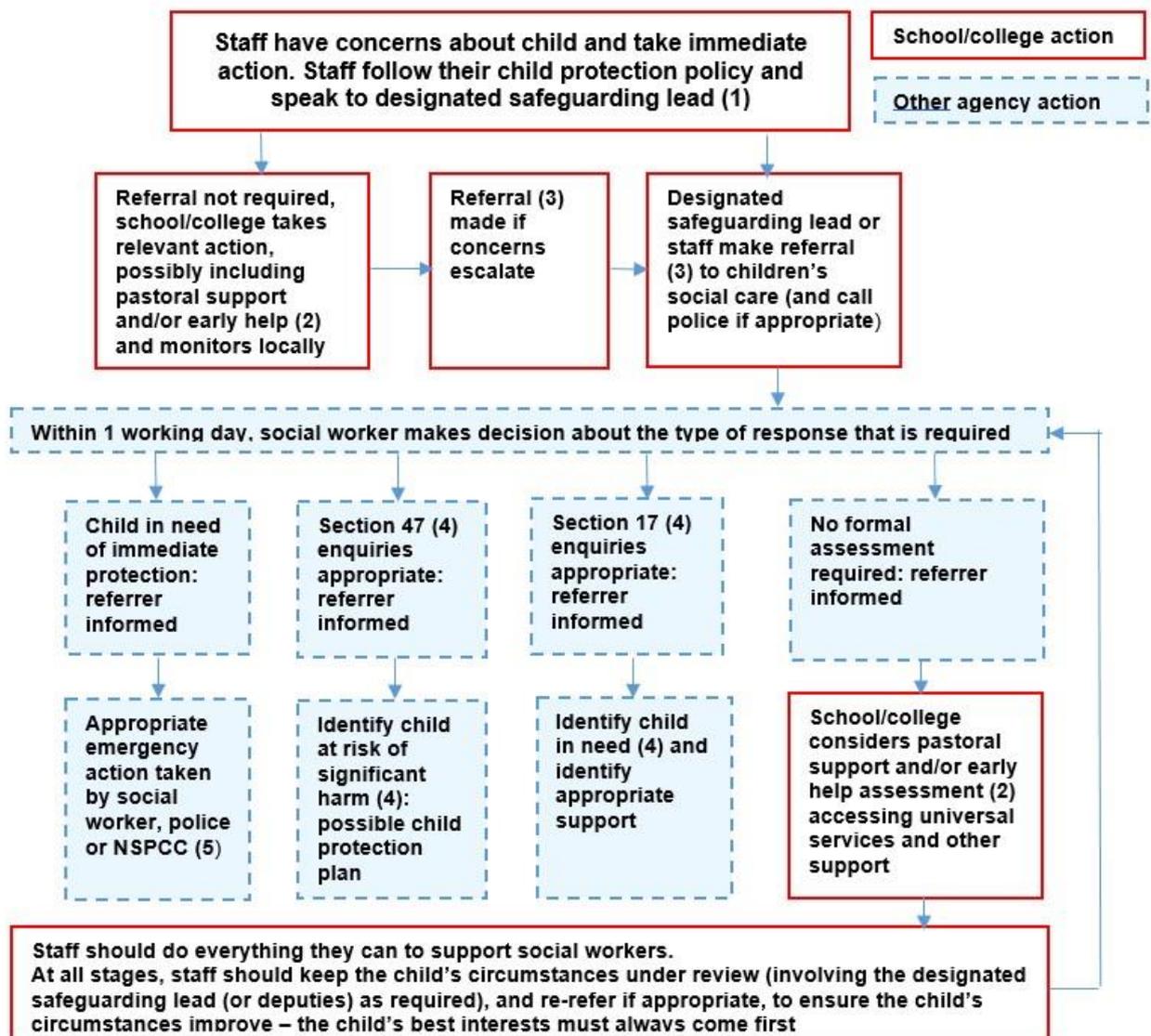
52. Appropriate whistleblowing procedures, should be put in place for such concerns to be raised with the school's or college's senior leadership team.

53. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

¹¹ An analysis of serious case reviews can be found at [Serious case reviews, 2011 to 2014](#).

- General guidance on whistleblowing can be found via: [Advice on Whistleblowing](#).
- The [NSPCC's what you can do to report abuse dedicated helpline](#) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk.¹²

Actions where there are concerns about a child



¹² Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.

- (1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.
- (2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.
- (3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).
- (4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).
- (5) This could include applying for an Emergency Protection Order (EPO).

Annex A - Further information about specific forms of abuse and safeguarding issues

Annex A contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this annex.

As per Part one of this guidance, if staff have any concerns about a child’s welfare, they should act on them immediately. They should follow their own organisation’s child protection policy and speak to the designated safeguarding lead (or deputy).

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children’s social care (and if appropriate the police) is made immediately.

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Children and the court system

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

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

Children with family members in prison

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

Child sexual exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial

advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹³ should be considered. Like other forms of abuse and exploitation, county lines exploitation:

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

Domestic abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and

¹³ [national crime agency human-trafficking.](#)

- emotional.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

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

- [NSPCC- UK domestic-abuse Signs Symptoms Effects](#)
- [Refuge what is domestic violence/effects of domestic violence on children](#)
- [Safelives: young people and domestic abuse](#)

Homelessness

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

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are

made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory [guidance on the provision of accommodation for 16 and 17 year olds who may be homeless](#) and/ or require accommodation.

So-called 'honour-based' violence (including Female Genital Mutilation and Forced Marriage)

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for 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**¹⁴ that requires a different approach (see following section).

FGM

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

¹⁴ Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

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

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.¹⁵ Unless the teacher has good reason not to, they should still consider and discuss any such case with the school’s or college’s designated safeguarding lead (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

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 communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

¹⁵ Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

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 and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmufco.gov.uk.

Preventing radicalisation

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

[Extremism](#)¹⁸ 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](#)¹⁹ refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

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) and settings (such as the internet).

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

The Prevent duty

All schools and colleges 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 regard²⁰ to the need to prevent people from being drawn into terrorism".²¹ This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76, which are specifically concerned with schools (and also covers

¹⁸ As defined in the Government's Counter Extremism Strategy.

¹⁹ As defined in the Revised Prevent Duty Guidance for England and Wales.

²⁰ According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

²¹ "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

Additional support

The department has published advice for schools on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

There is additional guidance: [Prevent duty guidance: for further education institutions in England and Wales](#) that applies to colleges.

[Educate Against Hate](#), a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: [Channel guidance](#), and a Channel awareness e-learning programme is available for staff at: [Channel General Awareness](#).

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Peer on peer abuse

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

Sexual violence and sexual harassment between children in schools and colleges

Context

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

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

What is Sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003¹⁶ as described below:

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

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

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

What is consent?¹⁷ 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.¹⁸

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

¹⁶ [Legislation.gov.uk](http://legislation.gov.uk)

¹⁷ It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped. More information: [What is consent?](#)

¹⁸ [PSHE Teaching about consent](#) from the PSHE association provides advice and lesson plans to teach consent at Key stage 3 and 4.

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.¹⁹ It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats; and
- upskirting.

Upskirting²⁰

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

¹⁹ [Project deSHAME](#) from Childnet provides useful research, advice and resources regarding online sexual harassment.

²⁰ Additional information about [the upskirting law](#) is available.

The response to a report of sexual violence or sexual harassment

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

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 22 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Further information

Hyperlinks to other relevant guidance

Abuse

- [What to do if you are worried a child is being abused](#) – DfE advice
- [Faith based abuse: National Action Plan](#) – DfE advice
- [Domestic abuse: Various information / guidance](#) – Home Office
- [Relationship abuse: disrespect nobody](#) – Home Office

Bullying

- [Preventing bullying including cyberbullying](#) – DfE advice

Children and the courts

- [Advice for 5 to 11 year olds witnesses in criminal courts](#) – Ministry of Justice

- [Advice for 12 to 17 year olds witnesses in criminal courts](#) – Ministry of Justice

Children missing from education, home or care

- [Children missing education](#) – DfE statutory guidance
- [Child missing from home or care](#) – DfE statutory guidance
- [Children and adults missing strategy](#) – Home Office

Children with family members in prison

- [National Information Centre on Children of Offenders](#) – Barnardo’s in partnership with Her Majesty’s Prison and Probation Service (HMPPS)

Child Exploitation

- [Child sexual exploitation: guide for practitioners](#) – DfE guide
- [Trafficking: safeguarding children](#) – DfE and Home Office Advice
- [County Lines: criminal exploitation of children and vulnerable adults](#) – Home Office

Drugs

- [Drugs: advice for schools](#) – DfE and Association of Chief Police Officers (ACPO) advice
- [Drugs strategy 2017](#) – Home Office
- [Information and advice on drugs](#) – Talk to Frank website
- [ADEPIS platform sharing information and resources for schools: covering drug \(and alcohol\) prevention](#) – Website developed by Mentor UK

(so called) Honour Based Violence

- [Female genital mutilation: information and resources](#) – Home Office
- [Female genital mutilation: multi agency statutory guidance](#) – DfE, Department of Health and Social Care (DH) and Home Office
- [Forced marriage: statutory guidance and government advice](#) – Foreign Commonwealth Office and Home Office

Health and wellbeing

- [Fabricated or induced illness: safeguarding children](#) – DfE, Department for Health and Social Care (DH) and Home Office
- [Rise Above: Free PSHE resources on health, wellbeing and resilience](#) – Public Health England
- [Medical conditions: supporting pupils at school](#) – DfE statutory guidance
- [Mental health and behaviour](#) – DfE Advice

Homelessness

- [Homelessness: How local authorities should exercise their functions – Ministry of Housing, Communities and Local Government \(MHCLG\)](#)

Online

- [Sexting: responding to incidents and safeguarding children](#) – UK council for Internet Safety

Private fostering

- [Private fostering: local authorities](#) – DfE statutory guidance

Radicalisation

- [Prevent duty guidance](#) – Home Office
- [Prevent duty advice for schools](#) – DfE advice
- [Educate Against Hate Website](#) – DfE and Home Office

Violence

- [Gangs and youth violence: advice for schools and colleges](#) – Home Office
- [Ending violence against women and girls 2016 to 2020 strategy](#) – Home Office
- [Violence against women and girls: national statement of expectations for victims](#) – Home Office
- [Sexual violence and sexual harassment between children in schools and colleges](#) – DfE advice
- [Serious violence strategy](#) – Home Office



Appendix F

Receipt of Safeguarding (Child Protection) Policy

Name:

Job Title:

I have received, read and understood the Hereford Cathedral School Safeguarding (Child Protection) Policy, including Part One and Annex A of Keeping Children Safe in Education (KCSIE).

Signature: Date:

**This page must be returned to the
Designated Safeguarding Lead**

Date of receipt Date of return