



























- 7.16 Domestic Abuse – Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional and children can be victims of domestic abuse. Children may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can a detrimental and long-term impact on their health, well-being, development, and ability to learn. See Appendix A for further details.
- 7.17 The school holds more than one emergency contact number for every pupil, giving additional contact options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.
- 7.18 Where a pupil joins or leaves the school at non-standard transition times, the school will report this to the local authority.
- 7.19 The school will co-operate with external agencies and where appropriate appoint a designated member of staff to liaise with external agencies and the parents, carers or guardians of the child concerned as well as taking responsibility for ensuring that any specific education plan agreed for that child is implemented.
- 7.20 Referrals are normally managed by the DSL, who will contact the relevant local agencies when a child is identified as being in need of additional support. However, anyone may make a referral, informing the DSL as soon as possible.
- 7.21 Wherever possible, and dependent upon the guidance received from local children’s services, the parents, carers or guardians of the child concerned will be involved in the referral and the resolution of any concerns.
- 7.22 Where there is a concern about a child (as opposed to a child being in immediate danger), there should be a conversation with the DSL to agree a course of action with due regard to the referral thresholds of the local authority Safeguarding Children Partnership.
- 7.23 The local services are advised to make a decision on the course of action to be taken and to communicate this to the referrer, within one working day of the referral being made. If the information is not forthcoming, then the matter should be followed up immediately by the relevant DSL.
- 7.24 If, after referral, the situation does not appear to be improving, the DSL or the person who made the referral should press for reconsideration, to ensure that their concerns are addressed effectively, so that the child’s situation improves.
- 7.25 Where early help or other support is appropriate, the case should be kept under constant review and the relevant DSL should support the staff in liaising with other agencies and setting up an inter-agency assessment as appropriate. If the child’s situation does not appear to be improving, then consideration should be given to referring the case to children’s social care.
- 7.26 All concerns, discussions and decisions made, and the reasons for those decisions, will be recorded in writing and on CPOMS. The DSL will advise on the recording requirements. The record will be kept by the DSL.
- 7.27 See Appendix E – Diagram ‘Actions where there are Concerns about a Child’.

## **8 Designated Safeguarding Lead (DSL) Responsibilities**

- 8.1 The DSL is a member of the school’s senior leadership team, with the status and authority to carry out the duties of the posts of DSL and Prevent Officer. The DSL takes lead responsibility for safeguarding and child protection in the school.

- 8.2 Normally, safeguarding concerns will be referred to and managed by the DSL, liaising with the Nominated Governor, the Principal, the Deputy DSLs and other members of the senior leadership team, as appropriate.
- 8.3 A detailed list of responsibilities for the DSL is given in Appendix B, in line with KCSIE 2023 Annex C. In brief, these responsibilities cover the following safeguarding areas:
- managing referrals – for example, to the local safeguarding partners, other relevant agencies, the Channel programme, the Disclosure and Barring Service, the police (as appropriate);
  - working with others - including liaising with the Deputy DSLs, the Principal, the Board of Governors, other school staff, and the LADO and the local safeguarding partners;
  - training – their own, and of others – including with regard to the risks associated with online safety for all pupils, and the increased risks which children with SEND may face online;
  - raising awareness – ensuring the school’s safeguarding policies are known, understood and used appropriately;
  - information sharing – help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school senior leadership team;
  - administration of child protection files – information sharing, including transferring files where children leave the school, and when it may be appropriate to share information in advance of a child leaving school;
  - providing support to the staff in school – supporting and advising staff and help them feel confident on welfare, safeguarding and child protection matters;
  - understanding the views of children – the DSL should encourage a culture of listening to children and taking account of their wishes and feelings, understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication;
  - availability – either the DSL or DDSL always being available to hear concerns;
  - (in summary) taking lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place in the school.

## **9 Deputy Designated Safeguarding Lead responsibilities**

- 9.1 A Deputy DSL will be trained to the same standards as the DSL to carry out the duties of the posts of Deputy DSL and Deputy Prevent Officer.
- 9.2 A Deputy DSL will act as DSL in their absence, and otherwise will carry out safeguarding tasks and duties as specified by the DSL, in line with the details above and Appendix B.

## **10. Responsibilities of Governors**

- 10.1 Governors have, together with the Chair of Governors, corporate responsibility for all safeguarding matters relating to the pupils of the school. They should ensure they facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- 10.2 Governing bodies and proprietors should ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.
- 10.3 Governors will read and achieve a secure understanding of KCSIE (2023) Part 1.
- 10.4 Governors will have specific responsibilities for: ensuring that all staff and those working in the school (teaching, support, contractors, agency staff and volunteers) are informed of and have achieved a secure understanding of the content of this policy and of KCSIE (2023) Part 1; checking the staff’s understanding and implementation

of the policy; and ensuring that all staff are aware of the referral process and how to implement safeguarding protocols.

10.5 Governors will promote a climate in which the best interests of the child are at its heart, and in which it is understood that safeguarding is the responsibility of all.

10.6 Where there is a safeguarding concern, the governors and school leaders will make certain that systems are in place to ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. These systems are well promoted in school, easily understood and easily accessible for pupils to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

10.7 To these ends, they will:

- ensure that this policy is reviewed in detail and approved by them at least annually;
- monitor the Safeguarding Policy, procedures and the efficiency with which they are implemented;
- ensure that child protection files are maintained in line with KCSIE 2023 Annex C;
- ensure that safer recruitment policies and practices in line with KCSIE 2023 Part Three are in place;
- ensure that there are clear job specifications for the DSL and Deputy DSL;
- ensure that all those working in the school understand their own safeguarding duties and responsibilities;
- nominate from amongst their number one governor to liaise with the senior leadership of the school and with the DSL and Deputy DSL on matters relating to safeguarding; that person will be authorised to liaise with the local Safeguarding Children Partnership and LADO as and when required by this policy;
- receive from the DSL a safeguarding report at each meeting of the Governors;
- receive an annual safeguarding report prepared by, or on behalf of, the nominated governor;
- receive appropriate and regular training to assist them in the proper fulfilment of their corporate responsibilities for safeguarding;
- receive appropriate safeguarding induction training on appointment as a governor.

10.8 The Governors will ensure that arrangements are in place so that there is always a member of staff with appropriate training and status, on site during the working day, to deal with safeguarding matters: this would normally be the DSL, Deputy DSL or Principal, all of whom should be trained for DSL duties.

10.9 The Governors will ensure that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach. Moreover, they will ensure that the **pupils** are taught about safeguarding, including online safety. The Governors recognise that a one-size-fits-all approach to teaching children about safeguarding may not be appropriate for all, and a more personalised/contextualised approach might be needed for more susceptible children, victims of abuse and some pupils with SEND. See also: DfE advice for schools: [Teaching online safety in schools](#).

10.10 The Governors have regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment, and require teachers to have a clear understanding of the needs of all pupils.

10.11 Additionally, the Governors shall give opportunities for any concerns to be voiced, and ensure that the Board of Governors has an appropriately thorough understanding of the methodology of the teaching of safeguarding issues within the school.

## **11. Safer Recruitment, the Single Central Register and Visitors**

11.1 The school follows the Government's recommendations for the safer recruitment and employment of staff working with, or nearby, children in accordance with Part 3 of KCSIE 2023: see the school's Safer Recruitment Policy for specific details of our practice and procedures.

11.2 The school operates safer recruitment procedures, including required pre-appointment checks on teaching and non-teaching staff, volunteers, governors, supply staff, staff of contractors and other individuals, in accordance





- 12.5 As well as having a clear awareness of the different forms and signs of abuse, all staff should demonstrate an awareness of the dangers of abuse arising from: extremism and radicalisation, child criminal exploitation and child sexual exploitation, and so-called honour-based abuse including female genital mutilation and forced marriage. If staff are unsure, they should always speak to the designated safeguarding lead, or deputy.
- 12.6 Any member of staff or volunteer should immediately report instances of actual or suspected child abuse or neglect to the DSL even where they make a referral themselves – unless the DSL is implicated in any disclosure or allegation, in which case they should follow the guidance given in Section 13 below.
- 12.7 Allegations against any member of staff (including the DSL or DDSL, supply staff or volunteer) should be reported immediately to the Principal or in his/her absence (or in cases where the Principal is the subject of the allegation or concern) to the Chair of Governors, without informing the person concerned or any other. Where appropriate, the Principal will consult with the DSL. In all cases the matter must not be discussed with the person concerned or with others in or beyond the school.
- 12.8 All staff and volunteers should feel able to raise concerns about poor or unsafe practice, and potential failures in the school's safeguarding regime. They should also have confidence that all such concerns will be taken seriously by the governance and senior leadership of the school. The school's Whistleblowing Policy provides guidance as to how such concerns may be raised.
- 12.9 Where that confidence is lacking or they feel unable to raise an issue with the school directly, staff and volunteers should follow the guidance given under whistleblowing: see Section 1.
- 12.10 Additionally, they are expected to make themselves available for appropriate training, if necessary out of normal school hours, and to read both this policy and Part 1 of the latest edition of KCSIE (2023). Special arrangements will be put in place for anyone working in the school whose command of English is insufficient, to enable them to read and digest the contents of this policy and Part 1 of KCSIE (2023).
- 12.11 Appropriate formal training will be provided for all members of staff and volunteers in regulated activity at least every two years. Updates will be provided throughout the academic year as appropriate and not less than annually.

### **13. What to do in the Event of a Child Making a Disclosure – guidance to staff and others within the school community**

- 13.1 If a child makes a disclosure relating to a safeguarding matter then the following strict guidance should be followed:
- listen sensitively to what the child has to say and take them seriously;
  - If there is a need for medical attention seek assistance without delay;
  - do not promise confidentiality;
  - record contemporaneously – as much as possible in the actual words of the child – what is said relating to the disclosure;
  - do not ask leading questions;
  - do not ask questions other than to clarify what is being said;
  - do not ask the child to repeat all or part of their disclosure other than to clarify what is being said, understanding that being asked to restate their disclosure repeatedly will put the child under undue stress;
  - do not attempt to investigate the disclosure or to contact in any way any person mentioned in the disclosure;
  - acknowledge how difficult it must have been for the child to speak and reassure them that you will ensure that the matter is now dealt with;
  - when the child has finished speaking, do not leave the child alone. Call for immediate assistance from the DSL or Deputy DSL or follow the procedures for allegations against staff, volunteers, and Governors; The DSL (or other responsible person within the scope of this policy) will then deal with the matter.
  - sign (with time and date) all notes made and upload to the child's record on CPOMs for the DSL to access

- (or other responsible person);
- do not speak to anyone about the fact or content of the disclosure without the full written authority and on the written direction of the DSL and/or Principal.

13.2 The above strict guidance relates to any disclosures involving events within or outside the school or concerning adults or other children.

Although referrals are normally managed by the DSL, as pointed out above in the preamble to this policy, anyone may make a referral if necessary.

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of susceptible young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Wherever possible, staff should avoid behaviour including that involving the use of social media, texts and other forms of electronic communications which might be misinterpreted by others, and report either to a DSL or to a member of the senior leadership and record any incident with this potential. Staff should refer to the school's Staff Code of Conduct.

#### **14. Prevent Duty (Preventing Radicalisation)**

14.1 Since 1 July 2015, all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty, and comprises:

- risk assessment – at the beginning of every academic year, the DSL team and the SLT, assess the influences and risks (of students being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology) to which students may be exposed within the school, the locality, the social media, the internet and their homes. The results of the risk assessment will be recorded by the DSL. If any risks or influences are discovered the team formulate strategies to eliminate them and inform all staff of such strategies and dangers immediately. The school's procedures are set out in this Safeguarding Policy, the Prevent Policy, and reflect the policies and procedures of LBRUT Safeguarding Children Multi-Agency Partnership;
- staff training - the DSL will complete specialised training in accordance with Annex C of KCSIE to enable them to train/equip staff via Prevent, Channel and other appropriate training to identify and assess children at risk of being drawn into terrorism and to challenge extremist ideas. Staff in regular contact with pupils receive training in how to identify signs of radicalism in students through observing changes in behaviour etc. Staff are advised on actions to take should they identify such (reporting to DSL immediately);
- advice and support – the DSL will provide advice and support to other members of staff on protecting children from radicalisation, with particular attention to the needs of children identified as more vulnerable, including those with SEND. The DSL and senior managers ensure the school PSHEE and SMSC policies and programmes, assembly and other appropriate curricular programmes incorporate specific sections that actively promote British values and assist the pupils to understand the dangers of radicalisation and extremist arguments;
- IT considerations – the school will ensure that the students are safe from terrorist and extremist material when accessing the internet through suitable filtering. Students and students will also be taught about online safety more generally;
- the DSL and senior managers ensure the school IT and online safety policies have safety procedures in place to block any possible route for students to be targeted online or through the internet where they may be susceptible to terrorist or extremist material;
- the IT Manager is responsible for checking that no terrorist or 'grooming' organisations contact or are able to access pupils;
- the school identifies and assigns roles and responsibilities to manage filtering and monitoring systems, to

review filtering and monitoring at least annually, block harmful and inappropriate content without unreasonably impacting teaching and learning, and have effective monitoring strategies in place that meet our safeguarding needs, including a regular review of the processes to see if more needs to be done;

- the school ensures parents are continually warned of the dangers of their children being targeted through the internet on home computers;
- if the DSL suspects a student is being radicalised, they may discuss the matter with parents. If the DSL considers the child to be at risk of significant harm, they may contact the LADO immediately without informing the parents, and then act accordingly.

Further guidance regarding the Prevent Duty may be found in Appendices A and D.

## **15. Training and Induction: DSLs, Staff, Volunteers and Governors**

15.1 Those new to working in the school either as a member of staff, contractor, supply worker or volunteer will receive induction training which will include familiarisation with at least:

- Safeguarding Policy;
- Children Who Are Absent from Education Policy;
- Behaviour Policy;
- identity and roles/duties of the DSL/DDSLs;
- Staff Code of Conduct;
- Whistleblowing Policy;
- Part 1 of the latest edition of KCSIE (2023) and, for those who work directly with children, Annex A;
- Part 1 must be re-read every time changes are made to it by the DfE.

As well as the main points of:

- Anti-Bullying and Online Safety Policies;
- School's Prevent strategies including guidance as to how children at risk of radicalisation may be identified;
- Local safeguarding procedures as laid down by the local authority's Safeguarding Children Partnership.

15.2 In addition, each new member of staff will receive a copy of Part 1 of the latest edition of KCSIE (2023) and a summary sheet which includes the names and/or contact details for both school and external safeguarding contacts including the DSL.

15.3 All those working in the school, including the Principal, either as a member of staff or volunteer will receive further training no less frequently than every two years to ensure that safeguarding issues remain uppermost in their thinking and to highlight any specific changes which impact upon the safeguarding policies and practices of the school.

15.4 In addition to any formal certificated training, all those working in the school in any capacity will receive throughout each academic year regular safeguarding and child protection updates, for example by email bulletins and through staff meetings to provide them with the relevant skills and knowledge to safeguard children effectively.

15.5 All those working within the school on a temporary basis will receive appropriate safeguarding, fire, and health and safety guidance. Contractors who work regularly in the school are given basic safeguarding training, and details of who the members of the DSL team are, and how to contact them.

15.6 The Staff Code of Conduct contains guidance for staff about their behaviour and actions so as not to place pupils and staff at risk of harm or of allegations of harm to a pupil. This includes guidance on social media, one-to-one teaching and trips and visits away from the school itself.

## **16. Referrals to LADO: Allegations against Staff (including Supply Staff), Volunteers, DSLs, Contractors, Chair of Governors and Governors**

- 16.1 This section applies where an adult within the school community has behaved in a way that:
- has harmed a child, or may have harmed a child;
  - indicates he/she may pose a risk of harm to a child;
  - has possibly committed a criminal offence against or related to a child; or
  - indicates they may not be suitable to work with children. This is termed 'transferable risk' in KCSIE 2023 – an incident outside school which did not involve children but could have an impact on their suitability to work with children. For example, a member of staff is involved in domestic violence at home. No children were involved, but the school has to consider what triggered these actions and could a child in the school trigger the same reaction, therefore being put at risk.
- 16.2 Where it is a child who makes the allegation, then the protocols given in Section 13 above (guiding members of staff in how they should respond to a disclosure from a child) should be followed, with the variations set down below.
- 16.3 When allegations arise the following protocols should be followed:
- allegations against any member of staff (including the DSL or DDSL) or volunteer should be reported immediately to the Principal or in his/her absence (or in cases where the Principal is the subject of the allegation or concern) to the Chair of Governors, without informing the person concerned or any other. Where appropriate, the Principal will consult with the DSL. The allegation will be discussed immediately with the LADO before further action is taken. Where an allegation is against the Principal, the Principal must not be informed of the allegation prior to contact with the Chair and LADO.
  - allegations concerning the Principal or a Governor are to be reported immediately to the Chair of Governors without informing the Principal, the Governor concerned or any other person. He will immediately contact the LADO to discuss the allegation before further action is taken.
  - allegations concerning the Chair of Governors are to be reported immediately to the Principal without informing the Chair of Governors or any other person. The Principal will immediately contact the LADO to discuss the allegation before further action is taken.
  - in all cases allegations may be referred directly to the LADO by anyone, informing either the Principal or Chair of Governors as soon as possible thereafter.
- 16.4 Allegations against a supply teacher – the school might have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an agency.
- 16.5 While the school is not the employer of supply teachers, it will ensure that allegations are dealt with properly, finding out the relevant facts and liaising with the agency and the local authority designated officer (LADO) to determine a suitable outcome. There will be discussion with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.
- 16.6 In each case above 16.3, the LADO will be given sufficient detail to allow them to consider the nature, content and context of the allegation and to agree a course of action including any involvement of the police. The police will be informed if a criminal offence is alleged.
- 16.7 Guidance will be sought from the LADO and/or police to enable the school to make a decision about whether or not the person against whom an allegation has been made should be allowed to remain on school premises and if so what if any conditions should apply.
- 16.8 Appropriate support will be offered to the person against whom an allegation has been made.
- 16.9 No internal investigation should take place unless authorised by the LADO.

16.10 Low level concerns and allegations – The term ‘low-level concern’ does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out at point 16.1. A low level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ – that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

16.11 Examples of such behaviour could include but are not limited to: being over friendly with children; having favourites; taking photographs of children on their mobile phone; engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or, using inappropriate sexualised, intimidating or offensive language. Such concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

16.12 It is very important that low level concerns are shared by staff as they arise, as the school wishes to create and embed a culture of openness, trust and transparency in which the school’s values and expected behaviour (which are set out in the Staff Code of Conduct) are constantly lived, monitored and reinforced by staff.

16.13 All low-level concerns will be recorded in writing, including details of the concern, the context and any action taken; and these records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour are identified and dealt with appropriately, either through the school’s disciplinary procedures or (if a pattern of behaviour moves from a concern to meeting the harms threshold) in which case it will be referred to the LADO as above.

16.14 The school has a separate Low Level Concern Policy that clarifies and reinforces these points.

## **17 Referrals to DBS and TRA**

17.1 The school will report as soon as possible to the Disclosure and Barring Service (DBS), any person (whether employed, contracted, a volunteer or student) who has harmed, or poses a risk of harm to a child and who has been removed from working (paid or unpaid) with children, or would have been removed had she or he not left earlier). This is a legal duty and failure to refer when the criteria are met is a criminal offence under the Safeguarding Vulnerable Groups Act 2006. This will ordinarily be on conclusion of an investigation, when an individual is removed from regulated activity. This could include when an individual is suspended, redeployed to work that is not regulated activity, dismissed or when they have resigned. When an allegation is made, an investigation will be carried out to gather enough evidence to establish if it has foundation, and the school will ensure they have sufficient information to meet the referral duty criteria explained in the DBS referral guidance on the gov.uk website.

17.2 Where a teacher has been dismissed for misconduct (or would have been dismissed had she or he not resigned first), taking full account of statutory guidance the school will give due consideration to making a referral to the Teaching Regulatory Authority (TRA).

## **18. Child-on-Child Abuse – Allegations of abuse by one or more pupils upon another pupil, including sexual violence and sexual harassment**

18.1 Child-on-child abuse can take various different forms, such as (but not limited to):

- abuse in intimate personal relationships between children;
- bullying, including cyber-bullying, prejudice-based and discriminatory bullying;
- sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment such as sexual comments, remarks, jokes, and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;

- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third person;
  - consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting, or youth-produced sexual imagery);
  - upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks, to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
  - physical abuse such as hitting, kicking, shaking, hair pulling, biting, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
  - initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- 18.2 All staff should be aware that children can abuse other children (previously referred to as peer on peer abuse). And that it can happen both inside and outside of school, and online. All staff know that even if there are no specific reports of this type of abuse in school, it does not mean it is not happening, as it may be the case that it is just not being reported. So, it is very important that if staff have any concerns regarding child-on-child abuse they speak to the DSL (or deputy) immediately, and complete a safeguarding referral form on CPOMS, including as much relevant information as possible. This will then be followed up by the Safeguarding Team.
- 18.3 All staff must be clear as to the school's procedures with regards child-on-child abuse, and the important role they have to play in preventing it and responding where they believe a child may be at risk from it. Staff should refer to Section 13 of this policy as to how to deal with a disclosure from a pupil and see Appendix A for further details.
- 18.4 In circumstances where there is an allegation of abuse by one or more pupils against another pupil, all children involved, whether alleged perpetrator(s) or victim, will be treated as being 'at risk' and the protocols set down above will be followed.
- 18.5 Where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, the allegation or disclosure must be reported to the DSL immediately. The DSL will then report this to the LCSB and will seek their advice on whether a formal referral should be made along with referring the pupil(s) to an external agency.
- 18.5 Additionally, if appropriate and so guided by the local Safeguarding Children Partnership, the DSL will also refer child-on-child abuse to an external safeguarding agency.
- 18.6 Reference should be made to the school's Anti-Bullying Policy, noting that instances of bullying are potentially a child protection concern given, for example, the fact that emotional and physical abuse may arise from bullying.
- 18.7 All staff challenge inappropriate behaviours between children that are actually sexually abusive in nature (see list above). Staff should always be clear that abuse is abuse and should never be tolerated or passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys just being boys'. Downplaying such behaviours can lead to a culture of unacceptable behaviours, an unsafe environment for children, and a culture that might normalise abuse leading to it being accepted as normal and left unreported. The school recognises the gendered nature of child-on-child abuse, i.e. that it is more likely that girls will be victims and boys perpetrator(s). All child-on-child abuse is unacceptable and will be taken seriously.
- 18.8 The school will provide appropriate support to all children involved, whether alleged perpetrator(s) or victim, and this support will continue if required even after the immediate cause for concern has been dealt with. Particular attention will be paid to the needs of children identified as being more susceptible, including those with SEND. Staff will explain that the law is in place to protect children and young people rather than criminalise them, in such a way that avoids alarming or distressing them.
- 18.9 The school is aware that the DfE has published detailed advice to support schools and colleges regarding

child-on-child sexual abuse, as set out in KCSIE 2023. It includes what sexual violence and sexual harassment look like; important context to be aware of; related legal responsibilities for schools and colleges and advice on a whole school or college approach to preventing child-on-child sexual violence and sexual harassment.

18.10 In the event of any report of child-on-child sexual abuse, the school will follow the guidelines set out in the advice in this guidance document, and the full procedure detailed in KCSIE 2023, Part 5: Child-on-child sexual violence and sexual harassment. All staff have been trained to manage this process.

18.11 The school looks to minimise the risk of child-on-child abuse through annual safeguarding training and updates during staff training days; pupil assemblies that focus on the school's core value of respect; and through the SRE programme that focuses on promoting positive and respectful relationships.

## 19. Online Safety

19.1 It is essential that pupils are safeguarded from potentially harmful and inappropriate online material. Radnor House's whole-school approach to online safety empowers us to protect and educate pupils and staff in their use of technology, with mechanisms in place to identify, intervene in, and escalate any concerns where appropriate.

19.2 We recognise that the use of technology presents particular challenges and risks to children and adults, both inside and outside of school, including when they are remote learning online at home. Where children are being asked to learn online at home, the DfE has provided advice to support schools to do so safely: [safeguarding-in-schools-colleges-and-other-providers](#) and [safeguarding-and-remote-education](#). During periods of remote teaching, we will reinforce to parents and carers the importance of children being safe online and make them aware of what their children are being asked to access, along with the systems the school uses to filter and monitor online use and who (if anyone) their children will interact with from the school.

19.3 All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. All staff receive appropriate safeguarding and child protection training, including online safety. Among other things, this includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. In addition, all staff receive safeguarding and child protection updates, including online safety, via email, e-bulletins and staff meetings at least annually to continue to provide them with the relevant skills.

19.4 Members of staff with appropriate skills, interest and expertise regarding online safety are encouraged to help support the DSL, and any deputy DSLs as appropriate, for example when developing curriculum approaches or making technical decisions. However, the DSL is acknowledged as having overall responsibility for online safeguarding within the school.

19.5 The school identifies that the issues classified within online safety are considerable, but can be broadly categorised into four areas of risk:

- content: being exposed to illegal, inappropriate or harmful material;
- contact: being subjected to harmful online interaction with other;
- conduct: personal online behaviour that increases the likelihood of, or causes, harm;
- commerce: being exposed to risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

19.5 The DSL and leadership team are familiar with the issues of Online Safety within 'Keeping Children Safe in Education' 2023, and the school follows DfE guidance outlining how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/811796/Teaching\\_online\\_safety\\_in\\_school.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf)







- 22.5 We recognise that pupils themselves have much to contribute to the discussion of the issues which face them and the school, so we welcome their views and provide opportunities for them to discuss these, for example through the School Council, in lessons or in small group or individual sessions.
- 22.6 All pupils know that there are adults to whom they can turn to if they are worried, including the school counsellors, the Deputy Head (Pastoral) and the Pastoral Team. If the school has concerns about a child, there is always a recognised requirement for sensitive communication, and designated staff members are aware of the need to avoid asking leading questions.
- 22.7 Particular attention is paid to the needs of children identified as being more susceptible including those with SEND.

### **23. Policy Review**

- 23.1 This policy is subject to continuous monitoring, refinement and audit by the Principal and Designated Safeguarding Lead (DSL) taking into account the need to ensure that all members of the school community are made aware of, and implement as required, any amendments.
- 23.2 The Board of Governors undertakes a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion is formally documented in writing.
- 23.3 This policy will be reviewed and amended more frequently if changes in legislation, regulatory requirements or best practice guidelines so require. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay.

### **24. Complaints**

- 24.1 Any complaint arising from the application of this policy should be directed in the first instance to the DSL. Should the complainant be dissatisfied with the response given, then they should follow the school's complaints procedures.
- 24.2 Attention is also drawn to the contact details for ISI and the NSPCC in Section 2 which might prove helpful to those with concerns about the conduct of the school.

## Appendix A - Types and Signs of Abuse, Potential Safeguarding Issues, and a Guide to Identifying Pupils at Risk

Working Together to Safeguard Children defines abuse as 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. A child may be abused by an adult or adults, or another child or children (child-on-child abuse). 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 one or multiple adults or other children.**

KCSIE 2023 (Part 1; and Annex A) further states that the types of abuse and neglect, and other potential safeguarding issues, include: Abuse; Neglect; Physical abuse; Emotional abuse; Sexual abuse; Sexual violence and sexual harassment; Sexting; Initiation/hazing-type violence and rituals; Self-harm; Child Criminal Exploitation i.e., the exploitation of children to carry drugs and money across county lines; Child sexual exploitation; Child exploitation and e-safety; Bullying; Domestic abuse and violence; So-called 'honour-based' abuse - Female genital mutilation, Forced marriages; Extremism /Radicalisation; Children missing from education; Children in the court system; Children with family members in prison; Homelessness; Drug/alcohol abuse; Abuse of Trust; Disability and Vulnerability; Susceptible Groups; Susceptible Pupils; Children in Need; Children who run away or go missing.

It is important that school staff recognise that abuse may take part in a number of ways and that abusers can be of any age and either male or female. In the majority of cases the adult is somebody known and trusted by the child, for example, a relative or close friend of the family. Some individuals seek to use voluntary and community organisations to gain access to children. It is necessary to have an open mind when the possibility arises that a member of the school is suspected of abuse or inappropriate activity.

Child abuse can take many forms, all of which can cause long term damage to a child: physical abuse, emotional abuse, neglect, child sexual abuse and bullying. Domestic abuse can also be a form of child abuse, probably falling under emotional abuse. Such abuse can translate itself into many forms – for example, the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the pupil's behaviour.

Bullying is a form of child abuse. It can be defined as using deliberately hurtful behaviour, usually over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

- physical;
- verbal;
- emotional.

All incidents of bullying must be reported to the Principal, Head or Deputy Heads and will be recorded in the bullying incident log held by the Deputy Heads. A more detailed guide can be found in the school's Anti-Bullying policy.

**Self-Harm:** while self-harm is not classed as child abuse, it can be a sign that a child is being abused. If it comes to the attention of a member of staff that a child is self-harming, they should alert the DSL. Actions by the DSL might include:

- contacting parents;
- contacting Child Adolescent Mental Health Service (CAMHS);
- contacting Social Care if the child meets the referral criteria.



## Sexual Abuse

**The Nature of Sexual Abuse:** sexual abuse is often perpetrated by people who are known and trusted by the child, for example relatives, family friends, neighbours, babysitters, and people working with the child in school, faith settings, clubs or activities. Children may be 'groomed' as a prelude to, or as part of, sexual abuse.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching of outside 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 of abuse (including via the internet).

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 (child-on-child on abuse).

**Characteristics of the Sexual Abuse of Children:** it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic; grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent; grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

**Grooming** is a subtle, gradual, and escalating process of building trust with a young person. It is deliberate and purposeful. It may take place over weeks, months, or even years before any sexual abuse actually takes place. It may happen via the internet or social media, or in person. It usually begins with behaviours that may not even seem to be inappropriate. Grooming is often involved in Child Sexual Exploitation, but it may occur for reasons other than sexual, for example radicalisation.

## Child Abduction and Community Safety Incidents

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

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

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

## 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](#), that 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 Absent from Education**

All staff should be aware that children being absent, 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 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 (CSE) and Child Criminal Exploitation (CCE)**

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

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

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

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

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

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

**Child Sexual Exploitation (CSE):** is a form of child sexual abuse. The victim may have been sexually exploited even if the sexual activity appears consensual. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of abuse. Child Sexual Exploitation does not always involve physical contact; it can also occur through the use of technology.



- 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.

**County Lines Criminal Activity:** ‘county lines’ is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas within the UK, using dedicated mobile phone lines or other form of ‘deal line’. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. This can happen locally as well as across the UK – no specified distance of travel is required.

Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Key to identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child’s involvement in county lines is available in guidance published by the [Home Office](#).

### **Children at Risk from Serious Violence**

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 friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, 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 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’. See <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence> and from the Children’s Society in partnership with Victim Support and National Police Chiefs’ Council <https://www.childrensociety.org.uk/information/professionals/resources/county-lines-toolkit>.

### **Cybercrime**

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

- unauthorised access to computers (illegal ‘hacking’), for example accessing a school’s computer network to look for test paper answers or change grades awarded;



- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and an interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and to divert them to a more positive use of their skills and interests.

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety. Additional advice can be found at: [Cyber Choices](#), ['NPCC- When to call the Police'](#) and [National Cyber Security Centre - NCSC.GOV.UK](#)

## **Domestic Abuse**

The Domestic Abuse Act 2022 received Royal Assent on 29 April 2022. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed must be aged 16 or over and they must be 'personally connected' (as defined in Section 2 of the 2022 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

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

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

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

Operation Encompass also provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

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

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at: NSPCC- UK domestic-abuse Signs Symptoms Effects; Refuge what is domestic violence/effects of domestic violence on children; Safelives: young people and domestic abuse; Domestic abuse: specialist sources of support - GOV.UK (www.gov.uk) (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)

## **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, 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 DSL (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. Statutory guidance regarding the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation can be found here.

## **Honour-Based Abuse (HBA), Female Genital Mutilation (FGM) and Forced Marriage**

So-called 'honour-based' abuse encompasses crimes which have been committed supposedly to protect or defend the honour of the family and/or community, including 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 HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM, or indeed any form of HBA.

Actions: If staff have a concern that a child might be at risk of HBA, or who has suffered HBA, they should speak to the DSL (or deputy), who will activate appropriate safeguarding procedures.

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

FGM Mandatory reporting duty for teachers – while all staff should speak to the DSL or deputies with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the 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. 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, 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](#). The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

Examples of warning signs that FGM may be about to take place, or may have already taken place, can be found in the summary in Appendix C.

Our school activates local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

**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.

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

### **Modern Slavery and the National Referral Mechanism**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK ([www.gov.uk](http://www.gov.uk)).

### **Preventing Radicalisation**

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

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) 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 regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. Appendix D provides further guidance.

### **Child-on-Child Abuse**

Children can abuse other children. This is generally referred to as child-on-child abuse and can take many forms. It can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports. This can include, but is not limited to, bullying (including cyber-bullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting and initiation/hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

### **Sexual Violence and Sexual Harassment between Children in Schools**

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. As set out in paragraph 18.2, all staff working with children are advised to maintain an attitude of 'it could happen here'.

It can happen both inside and outside of school/college and online. Staff must recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports. This can include (but is not limited to):

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse within intimate partner relationships;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- consensual and non-consensual sharing of nudes and semi-nudes images and/or videos;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- upskirting; and
- initiation/hazing type violence and rituals.

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

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 and risks can be compounded where these children lack a trusted adult. Staff should therefore endeavour to reduce barriers faced, and provide a safe space for them to speak out or share their concerns. For further information, please see Part Five KCSIE 2023, and the DfE advice [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#) which contains detailed information on:

- what sexual violence and sexual harassment constitutes;
- important context to be aware of, including; what is consent, power imbalances, and developmental stages;
- harmful sexual behaviour (HSB), including that a child displaying HSB may be an indication that they are a victim of abuse themselves;
- related legal responsibilities for schools and colleges;
- advice on a whole school approach to preventing child-on-child sexual violence and sexual harassment; and
- more detailed advice on responding to reports of sexual violence and sexual harassment, including safeguarding and supporting both the victim(s) and alleged perpetrator(s).
- specific considerations, options and actions to take following a report of sexual violence and/or sexual harassment.

Staff are aware of the importance of:

- challenging inappropriate behaviours;
- 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, pulling down trousers, flicking bras and lifting up skirts, and upskirting. Dismissing or tolerating such behaviours risks normalising them.

### Upskirting

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

### Sexual Violence

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

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

**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.

Further information about consent can be found here: [Rape Crisis England & Wales - Sexual consent](#)

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;<sup>138</sup>
- sexual intercourse without consent is rape.

**Sexual Harassment:** When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual ‘jokes’ or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - consensual and non-consensual sharing of nude and semi-nude images and/or videos; As set out in [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (which provides detailed advice for schools and colleges re taking and sharing nude photographs of U18s being a criminal offence
  - sexualised online bullying;
  - sharing of unwanted explicit content;
  - upskirting (which is a criminal offence);
  - unwanted sexual comments and messages, including, on social media; and
  - sexual exploitation; coercion and threats

### **The Response to a Report of Sexual Violence or Sexual Harassment**

The initial response to a report from a child is incredibly important. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. Not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying of some behaviours can actually lead to a culture of unacceptable behaviour.

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.

### **Toolkits**

- [Childnet - STAR SEND Toolkit](#) equips, enables and empowers educators with the knowledge they need to support young people with special educational needs and disabilities.
- [Childnet - Just a joke?](#) provides lesson plans, activities, a quiz and teaching guide designed to explore problematic online sexual behaviour with 9-12 year olds.
- [Childnet - Step Up, Speak Up](#) a practical campaign toolkit that addresses the issue of online sexual harassment amongst young people aged 13-17 years old.
- [Preventing Harmful Sexual Behaviour toolkit](#) by the Lucy Faithfull Foundation, the toolkit contains links to useful information, resources and support, including practical tips to prevent HSB.
- [NSPCC - Harmful sexual behaviour framework](#) An evidence-informed framework for children and young people displaying HSB.
- [Contextual Safeguarding Network – Beyond Referrals - Schools](#) levers for addressing HSB in schools.



## Additional advice and support

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	<a href="#">What to do if you're worried a child is being abused</a>	DfE advice
	<a href="#">Domestic abuse: Various Information/Guidance</a>	Home Office
	<a href="#">Faith based abuse: National Action Plan</a>	DfE advice
	<a href="#">Relationship abuse: disrespect nobody</a>	Home Office
	<a href="#">Tackling Child Sexual Abuse Strategy</a>	Home Office
	<a href="#">Together we can stop child sexual abuse</a>	HM Govt campaign
Bullying	<a href="#">Preventing and Tackling Bullying</a>	DfE advice
Children missing from education, home or care	<a href="#">Children missing education</a>	DfE statutory guidance
	<a href="#">Child missing from home or care</a>	DfE statutory guidance
	<a href="#">Children and adults missing strategy</a>	Home Office strategy
Children with family members in prison	<a href="#">National Information Centre on Children of Offenders</a>	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	<a href="#">Care of unaccompanied and trafficked children</a>	DfE statutory guidance
	<a href="#">Modern slavery: how to identify and support victims</a>	Home Office
	<a href="#">Trafficking: safeguarding children</a>	DfE and HO guidance
Drugs	<a href="#">Drug strategy 2017</a>	Home Office strategy
	<a href="#">Information and advice on drugs</a>	Talk to Frank website
	<a href="#">Drug and Alcohol education — teacher guidance &amp; evidence review</a>	PSHE Asscn website









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

### **Training, Knowledge and Skills**

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

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the DSL has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and,
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

### **Providing Support to Staff**

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

- ensure that staff are supported during the referrals processes; and

- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

### **Understanding the Views of Children**

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

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

### **Holding and Sharing Information**

It is very important that the DSL should have the time, experience and ability to record, hold, use and share information effectively and therefore the DSL should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

## Appendix C - FGM: Multi-Agency Practice Guidelines

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is newborn, during childhood or adolescence, at marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the age of five and puberty (typically eight upwards but sometimes younger) and therefore girls within that age bracket are at a higher risk.

It is believed that FGM happens to British girls in the UK as well as overseas (often in the family's country of origin). Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in the summer holidays, in order for there to be sufficient time for her to recover before returning to her studies. Please see: [FGM Fact Sheet](#).

There can also be clearer signs when FGM is imminent:

- it may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin;
- a professional may hear reference to FGM in conversation, for example a girl may tell other children about it;
- a girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman';
- a girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk;
- parents state that they or a relative will take the child out of the country for a prolonged period;
- a girl may talk about a long holiday to her country of origin or another country where the practice is prevalent;
- parents seeking to withdraw their children from learning about FGM.

It is important that professionals look out for signs that FGM has already taken place so that:

- the girl or woman affected can be supported to deal with the consequences of FGM;
- enquiries can be made about other female family members who may need to be safeguarded from harm;
- criminal investigations into the perpetrator(s), including those who carry out the procedure, can be considered to prosecute those breaking the law and to protect others from harm.

There are a number of indications that a girl or woman has already been subjected to FGM:

- a girl or woman may have difficulty walking, sitting or standing and may even look uncomfortable;
- a girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating;
- a girl or woman may spend long periods of time away from a classroom during the day with bladder or menstrual problems;
- a girl or woman may have frequent urinary, menstrual or stomach problems;
- there may be prolonged or repeated absences from school or college;
- a prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM;
- a girl or woman may be particularly reluctant to undergo normal medical examinations;
- a girl or woman may confide in a professional;
- a girl or woman may ask for help but may not be explicit about the problem due to embarrassment or fear;
- a girl may talk about pain or discomfort between her legs.

Note that the lists above are not inclusive of all possible factors.

## Appendix D - Prevent Duty Guidance

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

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behavior which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

The statutory Prevent guidance summarises the requirements of schools in terms of four general themes: risk assessment; working in partnership; staff training; and IT policies.

**Staff Training:** new staff receive training as part of the induction process, which includes Safeguarding & Prevent awareness. All staff are required to confirm that they have read, understood and agreed to comply with the requirements outlined in this Safeguarding Policy, including Prevent Duty awareness. In addition, supplementary training is provided to all staff, at least annually. Such training may take the form of e-bulletins, briefings, staff training sessions, etc.

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

The Prevent Duty builds on existing local partnership arrangements. For example, governing bodies and chairs of governors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of local Safeguarding Children Partnerships.

The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the DSL undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

School staff should understand when it is appropriate to make a referral to the Channel programme. 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 susceptible to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

### ***Possible indicators of radicalisation may include:***

- discomfort about their place in society;
- personal crisis: the pupil may be experiencing family tensions; chaotic family background; a sense of

isolation; and low self-esteem; bereavement; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; demonstrating controlling behaviour; they may be searching for answers to questions about identity, faith and belonging;

- personal circumstances: migration; local community tensions; and events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of government policy;
- unmet aspirations: the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- experiences of criminality: which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
- expressing hatred to others or a group;
- lack of trust in authorities;
- family/associates linked to extremism;
- express support for extremist ideology of extremist groups;
- being in contact with extremist recruiters;
- attended extremist protests or gatherings;
- accessing violent extremist websites, especially those with a social networking element;
- possessing or accessing violent extremist literature;
- using extremist narratives and/or a global ideology to explain personal disadvantage;
- justifying the use of violence to solve societal issues;
- joining or seeking to join extremist organisations;
- significant changes to appearance and/or behaviour;
- expressing desire to travel to theatres of war/conflict zones
- associating with travellers to war/conflict zones, via school/friend/family networks;
- contact with others in vulnerable countries.

Note that the list above is not inclusive of all possible factors.

Even very young children may be susceptible to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers or child care providers to carry out unnecessary intrusion into family life but they must take action when they observe behaviour of concern.

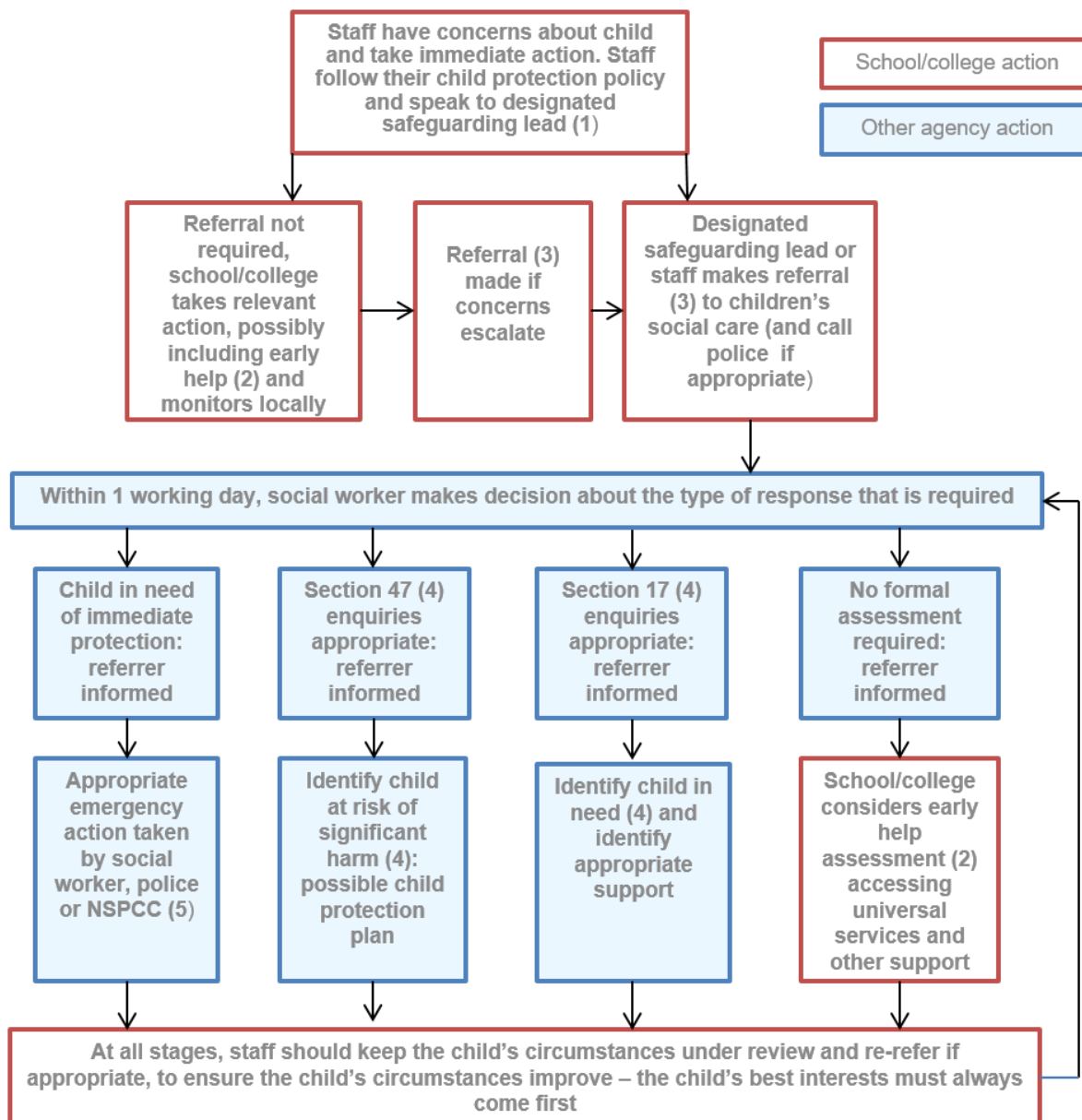
## **Channel**

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be susceptible to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Guidance on Channel is available at: [Channel guidance](#).

The school's DSL and deputies should be aware of local procedures for making a Channel referral. As a Channel partner, a representative from the school may be asked to attend a multi-agency Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

## Actions where there are concerns about a child



(1) In cases which also involve 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 local authority's referral process. 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. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#).

(5) This could include applying for an Emergency Protection Order (EPO).







