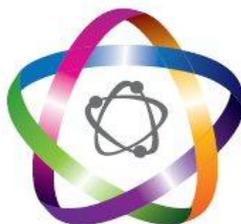


POLICY DOCUMENT No P18**DEBENHAM HIGH SCHOOL**

A Church of England High Performing Specialist Academy

**WHOLE SCHOOL POLICY FOR CHILD PROTECTION AND SAFEGUARDING CHILDREN**

This policy is reviewed annually

History of Document

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TABLE OF CONTENTS

1.	Ethos Statement	3
2.	Introduction	3
3.	Statutory framework.....	4
4.	Key roles and responsibilities	4
a.	Governing Body.....	4
b.	Designated Safeguarding Lead (DSL)	5
c.	Headteacher.....	6
d.	All staff	6
5.	Training	7
6.	Recognising concerns - signs and indicators of abuse.....	8
7.	Specific safeguarding issues.....	9
8.	Children potentially at greater risk of harm	12
9.	Curriculum.....	15
10.	Online safety	15
11.	Procedures	16
12.	Information sharing, record keeping and confidentiality.....	18
13.	Managing allegations made against teachers, including supply teachers, other staff, volunteers and contractors.....	19
14.	Use of school premises for non-school activities	20
15.	Whistleblowing	20
16.	Safer Recruitment	20
17.	Useful Contacts:.....	24
	Appendix A.....	25
	Appendix B.....	37
	Appendix C	43
	Appendix D.....	46
	Appendix F	61
	Appendix G.....	66

Child Protection and Safeguarding Policy

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

Keeping Children Safe in Education (KCSiE)

1. Ethos Statement

We recognise the moral and statutory responsibility placed on all staff to safeguard and promote the welfare of all children. We aim to provide a safe and welcoming environment, underpinned by a culture of openness where both children and adults feel secure, are able to raise concerns and believe they are being listened to, and that appropriate action will be taken to keep them safe.

Safeguarding in Debenham High School is everyone's responsibility and as such our school aims to create the safest environment within which every pupil has the opportunity to achieve their full potential academically and holistically.

Debenham High School recognizes the contribution it can make in ensuring that all pupils registered or who use our school, feel that they will be listened to and have appropriate action taken to any concerns they may raise. We will do this by endeavouring to work in partnership with other agencies and seek to establish effective working relationships with parents/ carers to develop and provide activities and opportunities throughout our curriculum that will help to equip our children with the skills they need. This will include materials and learning experiences that will encourage our children to develop essential life skills and protective behaviours, which enable them to manage risk and make the right decisions to keep them safe. In discrete form, these opportunities arise in PSHE with regards to Relationships, Sex and Health Education; ICT and PSHE with regards to online safety. Nevertheless, there are opportunities to develop and re-visit knowledge and understanding across the curriculum and through the pastoral system.

2. Introduction

The Governing Body recognises the need to ensure that it complies with its duties under legislation and this policy has regard to statutory guidance, Keeping Children Safe in Education (KCSiE), Working Together to Safeguard Children and locally agreed inter-agency procedures put in place by the Suffolk Safeguarding Partnership

This policy will be reviewed annually, as a minimum, and will be made available publicly via the school website or on request.

Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

This policy is for all staff, parents/carers, governors, volunteers and the wider school community. It forms part of the child protection and safeguarding arrangements for our school and is one of a suite of policies and procedures which encompass the safeguarding responsibilities of the school. In particular, this policy should be read in conjunction with the school's Code of Conduct, Acceptable Use of ICT, Safer Recruitment Policy, E-Safety Policy; the Positive Management of Behaviour Policy

and the Department for Education (DfE) guidance on Sexual Violence and Sexual Harassment Between Children in Schools and Colleges.

The aims of this policy are to:

- Provide staff with a framework to promote and safeguard the wellbeing of children and young people and ensure that they understand and meet their statutory responsibilities;
- Ensure consistent good practice across the school.

The Governing Body requires that all staff will know and understand this whole school policy for child protection and safeguarding children and their responsibility to implement it. Staff must, as a minimum, have read and understand Part One and Annex B of KCSiE. The Senior Leadership and Governors will ensure that they have read and understand KCSiE.

The Governing Body will ensure that arrangements are in place for all staff members to receive appropriate safeguarding and child protection training which is regularly updated.

Compliance with the policy will be monitored by the Headteacher, designated safeguarding lead (DSL) and named safeguarding governor.

3. Statutory framework

Section 175 and 157 of the Education Act 2002 place a statutory duty on governing bodies to have policies and procedures in place that safeguard and promote the welfare of children and young people who are pupils of the school which must have regard to any guidance given by the Secretary of State.

In accordance with statutory guidance, Working Together to Safeguard Children 2018, local safeguarding arrangements must be established for every local authority area by the three safeguarding partners (Local Authority, Police and Clinical Commissioning Groups). All three partners have equal and joint responsibility for a range of roles and statutory functions including developing local safeguarding policy and procedures and scrutinising local arrangements. In Suffolk, all professionals including staff in schools should work in accordance with the multi-agency procedures developed by the Suffolk Safeguarding Partnership (SSP) which can be found on their website at: <http://suffolksafeguardingpartnership.org.uk/>

4. Key roles and responsibilities

a. Governing Body

The governing body has a strategic leadership responsibility for the school's safeguarding arrangements and must ensure that they comply with their duties under legislation. The Governing Body has a legal responsibility to make sure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children and young people's welfare, and to monitor that the school complies with them. The Governing Body should also ensure that the policy is made available to parents and carers by publishing this on the school website or in writing if requested.

The governing body will 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, and that all systems, processes and policies operate with the best interests of the child at their heart.

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

The governing body will ensure that the school contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children and that the school's safeguarding arrangements take into account the procedures and practice of the local authority.

The governing body will ensure that policies for special educational needs and disability, and supporting pupils in school with medical conditions, are in place and are reflective of safeguarding as appropriate.

It is the responsibility of the Governing Body to ensure that staff and volunteers are properly vetted to make sure they are safe to work with the pupils who attend our school and that the school has procedures for appropriately managing allegations of abuse made against members of staff (including the headteacher, supply teachers and volunteer helpers).

The Governing Body will ensure that there is a named governor for safeguarding, a Designated Safeguarding Lead (DSL) who has lead responsibility for safeguarding and child protection, and a designated teacher to promote the educational achievement of children who are looked after or previously looked after, and will ensure that these people have the appropriate training.

The Governing Body will inform Suffolk County Council annually about the discharge of their safeguarding duties by completing the safeguarding self-assessment audit.

The Designated Safeguarding Lead, and teacher responsible for children in care or those previously in care, is Louise Ramsay. If she is not available then the Alternate Designated Leads are Simon Martin and Lorraine Keeble. Louise Ramsay is also the Online Safety Lead. (These people can also be contacted with any safeguarding concerns). The Named Safeguarding Governor is Chris Grover. The Chair of Governors is David Carruthers. The Designated Officer (LADO) for Suffolk are Dian Campbell and Renie Everett. They can be contacted by telephone on 0300 123 2044 and by email on LADOCentral@suffolk.gcsx.gov.uk

b. Designated Safeguarding Lead (DSL)

The DSL should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role-holder's job description. (The broad areas of responsibility and activities related to the role of the DSL are set out in Annex C of KCSiE).

The DSL will have the appropriate status, authority and time to carry out the duties of the post.

The DSL and any alternate DSLs should liaise with the local authority and work with other agencies in line with Working Together to Safeguard Children.

During term time, the DSL and/or an alternate should always be available during school hours for staff to discuss any safeguarding concerns. The DSL will make arrangements for adequate and appropriate cover arrangements for any out of hours/out of term time activities.

The DSL will undergo training to provide them with the knowledge and skills to carry out the role. This training will be updated every two years.

c. Headteacher

The Headteacher will ensure that the policies and procedures adopted by the Governing Body are fully implemented and that sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.

d. All staff

All staff have a responsibility to provide a safe environment in which children can learn.

All staff must read and ensure they understand Part One of KCSiE and Annex B. Those staff that do not work directly with children must read and ensure they understand either at least Part One or Annex A of KCSiE

All staff must ensure they are familiar with the systems within school which support safeguarding, including the Whole School Policy for Child Protection and Safeguarding Children, the Staff Code of Conduct, the Positive Behaviour Policy, the safeguarding response to children who go missing from education, and the role of the DSL (including the identity of the DSL and any deputies).

All staff should be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

All staff should know what to do if a child tells them he/she is being abused, neglected or exploited, and/or is otherwise at risk of involvement in criminal activity, such as knife crime, or involved in county lines drug dealing.

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

All staff should be aware of the early help process and understand their role within it. This includes providing support as soon as a problem emerges, liaising with the DSL, and sharing information with other professionals in order to support early identification and assessment, focussing on providing interventions to avoid escalation of worries and needs. In some cases, staff may be asked to act as the lead professional in undertaking an early help assessment.

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

- i) is disabled or has certain health conditions and has specific additional needs
- ii) has special educational needs (whether or not they have a statutory Education, Health and Care Plan
- iii) has a mental health need
- iv) is a young carer
- v) is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups

- vi) is frequently missing/goes missing from care or from home
- vii) is misusing drugs or alcohol themselves
- viii) is at risk of modern slavery, trafficking or sexual or criminal exploitation
- ix) is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- x) has returned home to their family from care
- xi) is at risk of being radicalised or exploited
- xii) is a privately fostered child
- xiii) is at risk of honour-based abuse such as Female Genital Mutilation (FGM) or forced marriage
- xiv) is persistently absent from education, including persistent absences for part of the school day

Knowing what to look out for is vital to the early identification of abuse and neglect and specific safeguarding issues such as child criminal exploitation and child sexual exploitation. If staff are unsure, they should always speak to the DSL (or alternate). If in exceptional circumstances the DSL (or alternate) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from children's social care. In these circumstances, any action taken should be shared with the DSL as soon as is practically possible.

Role:	Name and contact details:
Designated Safeguarding Lead (DSL)	Louise Ramsay lramsay@debenhamhigh.co.uk
Alternate DSL	Simon Martin smartin@debenhamhigh.co.uk Lorraine Keeble lkeeble@debenhamhigh.co.uk
Named safeguarding governor	Chris Grover cgrover@debenhamhigh.co.uk
Chair of Governors	David Carruthers dcarruthers@debenhamhigh.co.uk
School e-Safety Lead	Louise Ramsay lramsay@debenhamhigh.co.uk
Designated teacher for Children in Care and children previously in care (CiC)	Louise Ramsay lramsay@debenhamhigh.co.uk

5. Training

The Governing Body will ensure that all staff receive appropriate safeguarding and child protection training which is regularly updated and in line with the advice from the SSP. In addition, all staff members will receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All new staff members will undergo safeguarding and child protection training at induction. This will include training on the school's whole school policy for child protection and safeguarding children, online safety, the code of conduct/staff behaviour policy, the behaviour policy, the safeguarding response to children who go missing from education, and the role of the designated safeguarding lead. Copies of the school's policies, procedures and Part One of KCSiE and Annex B (or Annex A for those staff who do not work directly with children) will be provided to new staff at induction.

The governing body will ensure that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.

The Headteacher will ensure that an accurate record of safeguarding training undertaken by all staff is maintained and updated regularly. This will be recorded on the Single Central Record.

In considering safeguarding training arrangements the governing body will also have regard to the Teachers' Standard 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, including those with mental health needs.

6. Recognising concerns - signs and indicators of abuse

All staff should be aware of indicators of abuse and neglect, and specific safeguarding issues such as child criminal exploitation and child sexual exploitation, so that they are able to identify cases of children who may be in need of help or protection.

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with the DSL..

All staff should also be aware that that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as in day to day life. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of this environment. All staff, but especially the DSL (and alternates), should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

Signs and indicators of abuse

Abuse is defined 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. 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. They may be abused by an adult or adults or another child or children.

The following indicators listed under the categories of abuse are not an exhaustive list:

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

- b. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- c. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (also known as child on child abuse) in education and all staff should be aware of it and of the school's policy and procedures for dealing with it.
- d. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

(Source [Keeping Children Safe in Education](#))

7. Specific safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as of drug taking, alcohol abuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk. Other safeguarding issues all staff should be aware of include:

Child sexual exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat

of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation (CCE)

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

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

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

Further information about CCE including definitions and indicators is included in Appendix A

Child Sexual Exploitation (CSE)

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

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

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

Further information about CSE including definitions and indicators is included in Appendix A

Female Genital Mutilation (FGM)

Whilst all staff should speak to the DSL (or alternate) with regard to any concerns about FGM, there is a specific legal duty on teacher to report cases of FGM to the police. 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. See Appendix A for further details.

Mental Health

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

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

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

Staff can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the mental health and behaviour in schools guidance. Public Health England has produced a range of resources to support secondary teachers to promote positive health, wellbeing and resilience among children. See [Rise Above](#) for links to all materials and lesson plans.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the school's policy, and speaking to the DSL or a alternate.

Child on child abuse

All staff should be aware that safeguarding issues can manifest themselves via child on child abuse. And that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports.

All staff should understand, that even if there no reports in school it does not mean it's not happening, it may be the case that it is just not being reported. As such, it is important if staff have any concerns regarding peer on peer abuse they should speak to the DSL (or alternate).

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

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

- abuse in intimate personal relationships between peers
- bullying (including cyberbullying, prejudice based and discriminatory bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be 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 party.

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

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

Serious violence

All staff should be aware of the indicators which may signal that children are at risk from, or involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Advice for schools is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

Further information about specific forms of abuse and safeguarding issues can be found in Appendix A. All staff should familiarise themselves with this.

8. Children potentially at greater risk of harm

Governors should ensure that all staff have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse and deliberately missing education can be signs that children are at risk. Safeguarding issues that all staff should be aware of include:

Alternative Provision

The governing body recognises that the cohort of pupils in alternative provision often have complex needs and are/is aware of the additional risk of harm to which our pupils may be vulnerable.

The management committee/proprietor will have regard to the following statutory guidance:
Alternative provision – DfE Statutory Guidance, and
Education for children with health needs who cannot attend school – DfE Statutory Guidance

Children with SEN and disabilities, and/or physical health issues can face additional safeguarding challenges, both in terms of their vulnerability and also in terms of being able to report abuse.

Staff should avoid making assumptions that indicators of possible abuse such as behaviour, mood and injury may relate to the child's disability or medical condition without further exploration.

Staff should also be aware that these children may be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. Similarly, staff should be aware of the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying without outwardly showing signs or being able to communicate how they are feeling.

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

Children may need a social worker due to complex safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, education, behaviour and mental health.

The governing body expects that the Local Authority will share the fact a child has a social worker, and the DSL will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both LAs and the school to safeguard and promote the welfare of children.

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

Children missing from education

Children missing education, particularly persistently, can indicate a warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation.

It is important that the school's response to children missing education supports identifying such abuse and also helps prevent the risk of them going missing in the future. This includes when problems are first emerging but also where children are already known to LA children's social care and need a social worker (such as on a child in need or child protection plan, or as a looked after child), where going missing from education may increase known safeguarding risks within the family or in the community. As such, all staff should be aware of the school's safeguarding response to children missing from education.

Elective Home Education

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

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the school will work together with the LA and other key professionals to coordinate a meeting with parents/carers where possible.

Ideally this would be before a final decision has been made to, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

Children requiring mental health support

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

The governing body will ensure there is a clear system and process in place for identifying possible mental health problems, including routes to escalate, and a clear referral and accountability system.

Staff can access further advice in a DfE guidance documents Preventing and tackling bullying, mental health and behaviour in schools and mental health and behaviour in schools which set out how staff can help prevent mental health problems by promoting resilience as part of an integrated, whole school approach to social and emotional wellbeing, which is tailored to the needs of pupils.

Looked after children and previously looked after children.

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

The governing body will ensure there are arrangements in place so that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility.

Appropriate staff will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after the child. The DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

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

Consensual and Non-Consensual Sharing of Nude and Semi Nude Images and/or Videos

All staff should understand that sharing nudes and semi nudes refers to the sending or posting of nude or semi-nude images , videos or live streams online by young people under the age of 18. . This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's Air Drop which works offline. Alternative terms used by children and young people may include "dick pics" or "pics".

The motivation for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated.

When dealing with these incidents, the DSL Team will follow the guidelines from the UK Council for Internet Safety (UKCiS), "Sharing nudes and semi-nudes: advice for education settings working with children and young people" (2020)

As general guidance the following should be adhered to:

- Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).
- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

9. Curriculum

The Governing Body will ensure that children and young people are taught about safeguarding, including online safety, through teaching and learning opportunities as part of a broad and balanced curriculum. This is in order to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to. Staff recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.

Opportunities to teach safeguarding may include covering relevant issues through Relationships, Sex and Health Education

The Governing Body will also ensure there is a comprehensive curriculum response to online safety issues, enabling children and young people and their parents to learn about the risks of new technologies, communication and social media and how to use these responsibly.

The school will ensure that there are appropriate filters and monitoring systems in place to safeguard children and young people from potentially harmful and inappropriate online material.

10. Online safety

The use of technology has become a significant component of many safeguarding issues, for example, technology often provides the platform that facilitates child sexual exploitation, radicalisation and sexual predation and technology often provides the platform that facilitates such harm.

The Governing Body has had due regard to the additional information and support set out in KCSiE and will ensure that the school has a whole school approach to online safety and has a clear policy on use of communications technology in school. Online safety will be a running and interrelated theme when devising and implementing policies and procedures. This will include considering how online safety is reflected in all relevant policies and whilst planning the curriculum, any teacher training, the role of the DSL and any parental engagement.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. The school adopts a whole school approach to online safety to protect and educate pupils

and staff in their use of technology, and establishes mechanisms to identify, intervene in, and escalate any concerns as appropriate.

There are four categories of risk:

- Content: being exposed to illegal, inappropriate or harmful content, for example, pornography, fake news, racist, misogyny, self-harm, suicide, anti-Semitism or radical and extremist views;
- Contact: being exposed to harmful online interaction with other users, for example, peer to peer pressure, commercial advertising as well as adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes; and
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm, for example, making, sending and receiving explicit images, for example, consensual and non-consensual sharing of nudes and semi nudes and/or pornography, sharing other explicit images, or online bullying.
- Commerce: risks such as online gambling, inappropriate advertising, phishing and/or financial scams

The governing body/proprietor will ensure that an annual review is undertaken of the school's approach to online safety, supported by an annual risk assessment that considers and reflects the risks pupils face online.

School staff can access resources, information and support as set out in Annex D of KCSiE.

Any incidents of serious peer on peer abuse will be managed according to school procedures which detail measures to minimise the risk of peer on peer abuse, how allegations of peer abuse will be recorded, investigated and dealt with, and processes for how victims, perpetrators and any other child affected by peer on peer abuse will be supported. This policy should be read in conjunction with the school's Code of Conduct, the school's Positive Management of Behaviour Policy, E-Safety Policy (including Acceptable Use) and Anti-Bullying Policy.

11. Procedures

If staff notice any indicators of abuse/neglect or signs that a child or young person may be experiencing a safeguarding issue they should record their concerns on a school recording form for safeguarding concerns and pass it to the DSL without delay. Safeguarding concerns are to be recorded on the form included at Appendix B

What to do if you are concerned.

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

- Stay calm and listen carefully;
- Accept what is being said;
- Allow the child/young person to talk freely – do not interrupt or put words in the child/young person's mouth;
- Only ask questions when necessary to clarify, do not investigate or ask leading questions;
- Reassure the child, but don't make promises which it might not be possible to keep;
- Do not promise confidentiality;
- Emphasise that it was the right thing to tell someone;
- Reassure them that what has happened is not their fault;
- Do not criticise the perpetrator;

- Explain what has to be done next and who has to be told;
- Make a written record, which should be signed and include the time, date and your position in school;
- Do not include your opinion without stating it is your opinion;
- Pass the information to the DSL or alternate without delay
- Consider seeking support for yourself and discuss this with the DSL as dealing with a disclosure can be distressing.

When a record of a safeguarding concern is passed to the DSL, the DSL will record the time and date that the record of concern was received. The DSL will assess the concern and, taking into account any other safeguarding information known about the child/young person, consider whether it suggests that the threshold of significant harm, or risk of significant harm, has been reached. If the DSL is unsure whether the threshold has been met they will contact the MASH Professional Consultation Line for advice (0345 606 1499). Where appropriate, the DSL will complete and submit a SSP multi agency referral form (MARF) (available through a link to the Children and Young People's Portal on the SSP website)¹.

Where the DSL believes that a child or young person may be at imminent and significant risk of harm they should call Customer First immediately and then complete the SSP's MARF within 24 hours to confirm the referral. In these circumstances, it is important that any consultation should not delay a referral to Customer First.

Where a safeguarding concern does not meet the threshold for completion of a MARF, the DSL should record how this decision has been reached and should consider whether additional needs of the child have been identified that might be met by a coordinated offer of early help.

School staff might be required to contribute to multi-agency plans to provide additional support to children. This might include attendance at child protection conferences or core group meetings. The school is committed to providing as much relevant up to date information about the child as possible, including submitting reports for child protection conference in advance of the meeting in accordance with SSP procedures and timescales.

Where reasonably possible, the school is committed to obtaining more than one emergency contact number for each pupil.

School staff must ensure that they are aware of the procedure to follow when a child goes missing from education i.e. informing the DSL of any concerns. The DSL will then follow up with a referral if needed. Further information can be found in Appendix A.

Any incidents of serious child on child abuse will be managed according to school procedures which detail measures to minimise the risk of child on child abuse, how allegations of child on child abuse will be recorded, investigated and dealt with, and processes for how victims, perpetrators and any other child affected by peer on peer abuse will be supported. This policy should be read in conjunction with the school's Code of Conduct, the school's Positive Management of Behaviour Policy, E-Safety Policy (including Acceptable Use) and Anti-Bullying Policy.

¹ N.B. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police, although the DSL should also be made aware.

12. Information sharing, record keeping and confidentiality

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools have clear powers to share, hold and use information for these purposes.

As part of meeting a child's needs, the school understands that it is critical to recognise the importance of information sharing between professionals and local agencies and will contribute to multi-agency working in line with Working Together to Safeguard Children. Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. Staff will have regard to the Government guidance: [Information sharing: advice for practitioners providing safeguarding services](#) which supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the DSL or a alternate.

Well-kept records are essential to good child protection practice. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the DSL.

The school recognises that confidentiality should be maintained in respect of all matters relating to child protection. Information on individual child protection cases may be shared by the DSL or alternate DSL with other relevant members of staff. This will be on a 'need to know' basis and where it is in the child's best interests to do so.

A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or pupils), or promise a child to keep a secret which might compromise the child's safety or wellbeing.

As well as allowing for information sharing, in circumstances where it is warranted because it would put a child at risk of serious harm, the Data Protection Act 2018 and the GDPR allow schools to withhold information. This may be particularly relevant where a child is affected by domestic abuse perpetrated by a parent or carer.

Ordinarily, the school will always undertake to share its intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, staff will consult with the MASH Professional Consultation Line on this point.

The school will have regard to Suffolk County Council Guidance for schools on maintaining and transferring pupil safeguarding/child protection records. Where a child leaves the school, the DSL will ensure their child protection file is transferred to the new school as soon as possible (within 5 days for an in-year transfer or within the first 5 days of the start of a new term). The file will be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

13. Managing allegations made against teachers, including supply teachers, other staff, volunteers and contractors

The school aims to have a culture in which all concerns about adults (including allegations that do not meet the harms threshold) are shared responsibly and with the right person, recorded and dealt with appropriately. We encourage an open and transparent culture; in which problematic or inappropriate behaviour is identified early; minimises the risk of abuse; and ensures that adults are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

Examples of low level concerns include 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 sexualised, intimidating or offensive language. Such concerns should be referred to the DSL and/or the Headteacher.

In the case of more serious allegations, the school will follow the SSP Arrangements for Managing Allegations of Abuse Against People Who Work With Children or Those Who Are in A Position of Trust if an allegation is made against an adult in a position of trust.

An allegation is any information which indicates that a member of staff /volunteer may have:

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

This applies to any child the member of staff, including supply teachers, volunteers and contractors has contact with in their personal, professional or community life. It also applies regardless of whether the alleged abuse took place in our school.

If any member of staff has concerns that a colleague, member of supply teachers, volunteers or contractors might pose a risk to children, it is their duty to report these to the headteacher. Where the concerns or allegations are about the headteacher, these should be referred to the Chair of Governors.

The headteacher/Chair of Governors should report the concern to the Local Authority Designated Officer (LADO) within one working day.

The corporate director for Health, Wellbeing and Children's Services, has identified dedicated staff to undertake the role of LADO. LADOs can be contacted via email on LADO@suffolk.gov.uk or by using the LADO central telephone number: **0300 123 2044** for allegations against all staff and volunteers.

This should encourage an open and transparent culture; enable schools to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution

14. Use of school premises for non-school activities

The governing body will ensure that where school facilities/premises are hired or rented out to organisations or individuals, sports associations or service providers to run community or extra-curricular activities appropriate arrangements are in place to keep children safe.

The governing body will seek assurance that the body concerned has appropriate child protection and safeguarding policies and procedures in place, including inspecting these as needed. Arrangements will also be put in place for the body hiring or renting the school facilities or premises to liaise with the school on these matters where appropriate.

15. Whistleblowing

The governing body recognises that children cannot be expected to raise concerns in an environment where staff fail to do so.

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example, pupils in the school or members of the public.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions/inactions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements.

The Governing Body would wish for everyone in the school community to feel able to report any child protection/safeguarding concerns through existing procedures within school, including the whistleblowing procedure adopted by governors where necessary. However, for members of staff who do not feel able to raise such concerns internally, there is a NSPCC whistleblowing helpline. Staff can call 0800 028 0285 (line available from 8.00am to 8.00pm, Monday to Friday) or email: help@nspcc.org.uk

16. Safer Recruitment

We record all information on the checks carried out in the school's Single Central Record. Copies of these checks, where appropriate, will be held in individuals' personnel files.

New staff

When appointing new staff, we will:

- Verify their identity
- Obtain an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity. We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available

- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the
- UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area
- professional regulating authority, and criminal records checks or their equivalent.

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before interview. We will resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

Regulated activity

Means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for; or
- Supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in relevant conduct; or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left
- A staff or volunteer is involved in an incident outside of school which did not involve a student from Debenham High School but due to transferable risk could have an impact on their suitability to work with children. This could include domestic violence at home, which although

no children were involved the school will consider what triggered certain actions and could this happen in a school environment.

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS

This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children.

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity

- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment

Governors

All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

All trustees, local governors and members will also have the following checks:

- A section 128 check (to check prohibition on participation in management under section 128 of the Education and Skills Act 2008). [Section 128 checks are only required for local governors if they have retained or been delegated any management responsibilities.]

All governors will also have the following checks:

- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Pupils staying with host families:

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

Site Safety:

All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting concerns that might come to light.

All adults in the school will be wearing identification cards. All visitors coming on site will have to sign in and out at Reception. They will be given a Visitor's Badge which they should display at all times when on site.

If a member of staff or a student sees an adult walking around school without an identity badge and are unsupervised this must be reported to the office immediately.

Before the school day, at break times, lunchtimes and at the end of the school day there are members of staff on duty who will be supervising the students arriving and leaving using the buses, in the dining hall, corridors, recreational areas as appropriate.

17. Useful Contacts:

Multi-agency Safeguarding Hub (MASH) Professional Helpline: 0345 606 1499

Customer First (Professional Referral Line) for use in emergencies only: 0345 606 6167

Customer First: 0808 800 4005

Police (emergency only): 999

Suffolk Police main switchboard: 01473 613500

Suffolk Police Cybercrime Unit: 101

Suffolk Safeguarding Partnership: www.suffolksp.org.uk

Suffolk County Council: www.suffolk.gov.uk/community-and-safety/staying-safe-online/e-safer-suffolk/

Appendix A

Further information on specific safeguarding issues (source: Annex B, KCSiE)

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 know but not related to the victim (such as neighbours, friends and acquaintances; and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important 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.

Is it 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 and 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.

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

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

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zone, risk of female genital mutilation, honour based violence 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 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 Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

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

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

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

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including 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 or new possessions;
- associate with other young people 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.

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

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

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

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

County lines

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

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

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

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

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

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)

Cybercrime

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

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

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

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

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety

Domestic abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. 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 towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, 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 peer on peer 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

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 DSL) 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 in the Operation Encompass website.

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.

Homelessness

Being homeless or at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any alternates) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, 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 family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead should ensure appropriate referrals are made based on the child's circumstances.

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

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

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or alternate). As appropriate, they will

activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach (see following section).

FGM

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

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2016) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence and they should **not** be examining pupils, 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.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.² Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college's designated safeguarding lead (or alternate?) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over.

Forced marriage

Forcing a person into 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.

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk should be a part of a school's 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.

² Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

- **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 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 may be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or alternate) making a referral to the Channel programme.

The Prevent duty

All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard³ to the need to prevent people from being drawn into terrorism".⁴ This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the Revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76 which are specifically concerns with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

Channel

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

Additional support

The Department for Education has published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

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

The Home Office has developed three e-learning modules:

- Prevent awareness e-learning offers an introduction to the Prevent duty.

³ According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

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

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

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

Child on child abuse

Children can abuse other children (previously referred to as peer on peer abuse) and it can take many forms. It can happen both inside and outside of school/college 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 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.

Sexual violence and sexual harassment between children in schools and colleges

Context

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

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

Staff should be 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, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risk normalising them.

What is sexual violence and sexual harassment?

Sexual violence: It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school. 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. . (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone’s bottom/breasts/genitalia without consent can still constitute sexual assault.)

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

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

Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline and both inside and outside of school. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, 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.⁵ It may include:
 - consensual and non-consensual sharing of nudes and semi nudes and videos;
 - sharing of unwanted explicit content;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats
 - upskirting

Upskirting

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

The response to a report of sexual violence or sexual harassment

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

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 23 in Part 1 of KCSiE. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or an alternate).

⁵ [Project deSHAME](#) from Childnet provides useful research, advice and resources regarding online sexual harassment.

Additional advice and support

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused	DfE advice
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE advice
	Relationship abuse: disrespect nobody	Home Office website
	Tackling Child Sexual Abuse Strategy	Home Office policy paper
	Together we can stop child sexual abuse	HM Government campaign
Bullying	Preventing bullying including cyberbullying	DfE advice
Children and the courts	Advice for 5-11-year-old witnesses in criminal courts	MoJ advice
	Advice for 12-17-year-old witnesses in criminal courts	MoJ advice
Children missing from education, home or care	Children missing education	DfE statutory guidance
	Children missing from home or care	DfE statutory guidance
	Children and adults missing strategy	Home Office strategy
Children with family members in prison	National Information Centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	County Lines: criminal exploitation of children and vulnerable adults	Home Office guidance
	Child sexual exploitation: guide for practitioners	DfE
	Trafficking: safeguarding children	DfE and HO guidance
	Care of unaccompanied and trafficked children	DfE statutory guidance
	Modern slavery: how to identify and support victims	HO statutory guidance
Drugs	Drugs: advice for schools	DfE and ACPO advice
	Drugs strategy 2017	Home Office strategy
	Information and advice on drugs	Talk to Frank website
	ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention	Website developed by Mentor UK
	Drug and Alcohol education – teacher guidance & evidence review	PSHE Association website
"Honour Based Abuse" including FGM and forced marriage (so called)	Female genital mutilation: information and resources	Home Office
	Female genital mutilation: multi agency statutory guidance	DfE, DH, and HO statutory guidance
	fm@fcdo.gov.uk	Forced Marriage Unit (FMU) statutory guidance
	FGM resource pack	HM Government guidance
Health and Well-being	Fabricated or induced illness: safeguarding children	DfE, Department for Health and Home Office
	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England resources
	Medical conditions: supporting pupils at school	DfE statutory guidance
	Mental health and behaviour	DfE advice
Homelessness	Homelessness: How local authorities should exercise their functions	HCLG
Private fostering	Private fostering: local authorities	DfE – statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty: additional advice for schools	DfE advice
	Educate Against Hate Website	DfE and Home Office
	Prevent for FE and Training	Education and Training Foundation (ETF)
Violence	Serious violence strategy	Home Office strategy
	Factors linked to serious violence and how these factors can be used to identify individuals for intervention	Home office
	Youth Endowment Fund	Home Office

	Gangs and youth violence: for schools and colleges	Home Office advice
	Ending violence against women and girls 2016-2020 strategy	Home Office strategy
	Violence against women and girls: national statement of expectations for victims	Home Office guidance
	Sexual violence and sexual harassment between children in schools and colleges	DfE advice

Appendix B



Debenham High School

A Church of England High Performing Specialist Academy

RECORD OF CONCERN ABOUT A CHILD/YOUNG PERSON'S SAFETY AND WELFARE

Part 1 (for use by any staff – must be handwritten and legible)

Pupil's name:		Date of birth:	Class/Form:
Date & time of incident:		Date & time (of writing):	
Name (print): _____		Job title: _____	
Signature: _____			
Record the following factually: Nature of concern, e.g. disclosure, change in behaviour, demeanour, appearance, injury, witnesses etc. <i>(please include as much detail in this section as possible. Remember – the quality of your information will inform the level of intervention initiated. Attach additional sheets if necessary.</i>			
What is the pupil's perspective?			
Professional opinion, where relevant <i>(how and why might this have happened?)</i>			
Any other relevant information. Previous concerns etc. <i>(distinguish between fact and opinion)</i>			
Note actions, including names of anyone to whom your information was passed and when			

Check to make sure your report is clear to someone else reading it.

**Please pass this form to your DSL (Louise Ramsay) or ADSL (Simon Martin or Lorraine Keeble)
without delay**

RECORD OF CONCERN ABOUT A CHILD/YOUNG PERSON'S SAFETY AND WELFARE

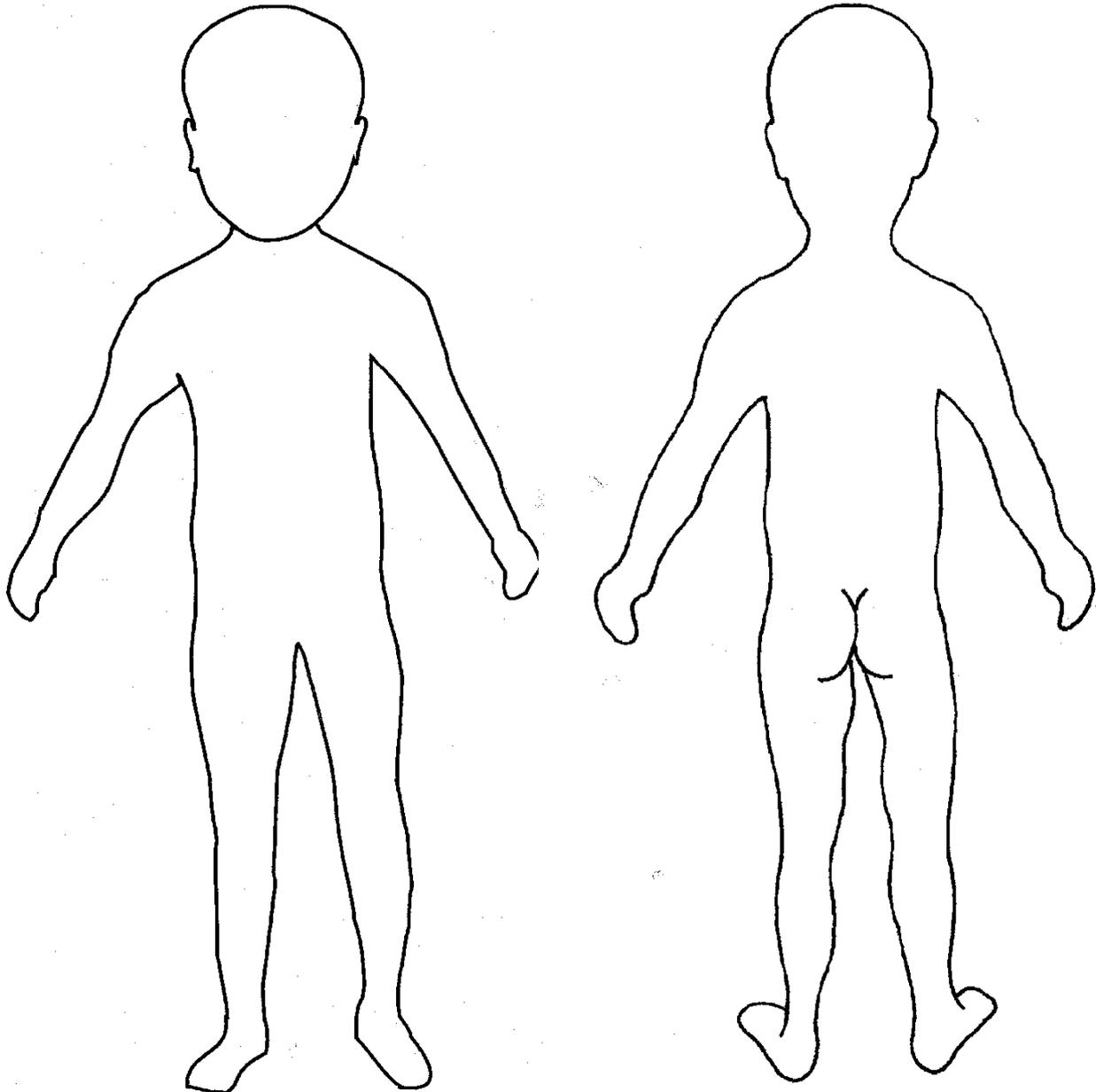
Part 2 (for use by DSL)

Information received by DSL:	Date:	Time completed:	From whom:		
Any advice sought , if applicable	Date:	Time completed:	From: name/organisation:		
	Advice received:				
Action taken with reasons recorded <i>(e.g. MARF completed, monitoring advice given to appropriate staff, CAF etc)</i>	Date:	Time completed:	By whom:		
Outcome	Date:	Time completed:	By whom:		
Parent/carer informed?	Y	Who spoken to:	Date:	Time:	By whom:
	N	Detail reason:			
Is any additional detail held, if so where?					
Prior safeguarding history	No. of previous records of concern:				
	Has the child been subject of CAF/Early Help assessment?				
	Currently on CP Plan (CPP) / Child in Need Plan (CiN)				
	Previously on CP Plan (CPP) / Child in Need Plan (CiN)				
	Is child known to other agencies?		Y / N		
Name of DSL:			Signature:		

BODYMAP

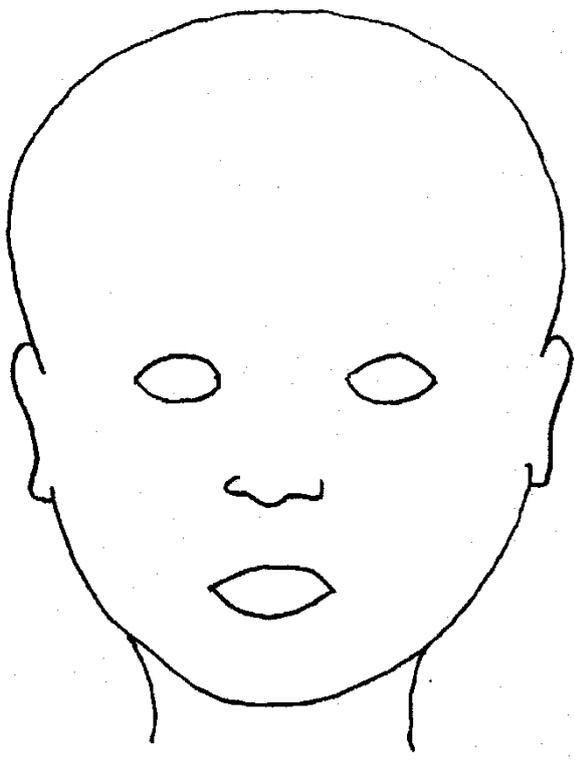
(This must be completed at time of observation)

Name of Pupil:		Date of Birth:	
Name of Staff:		Job title:	
Date and time of observation:			

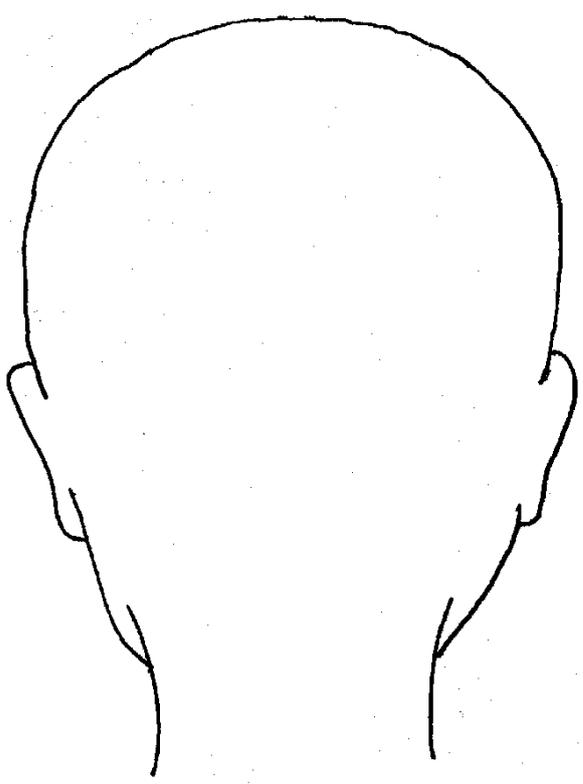


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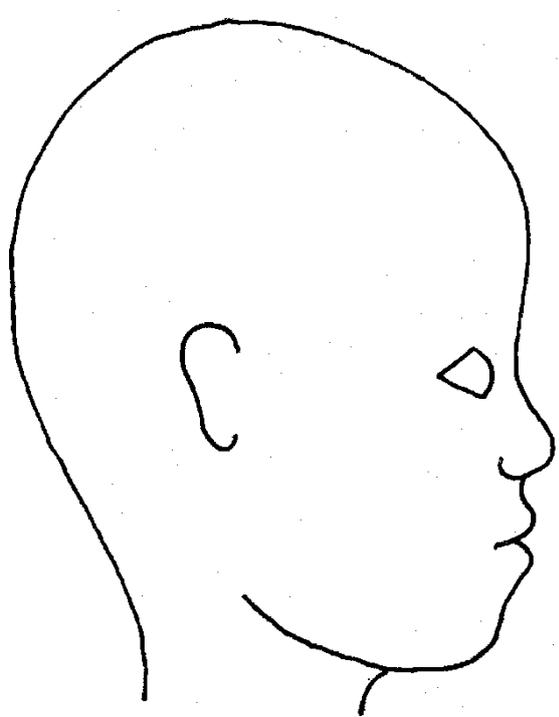
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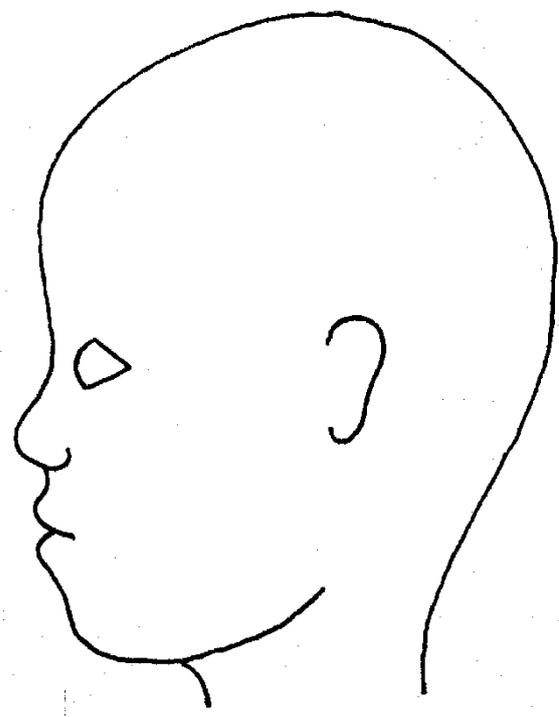
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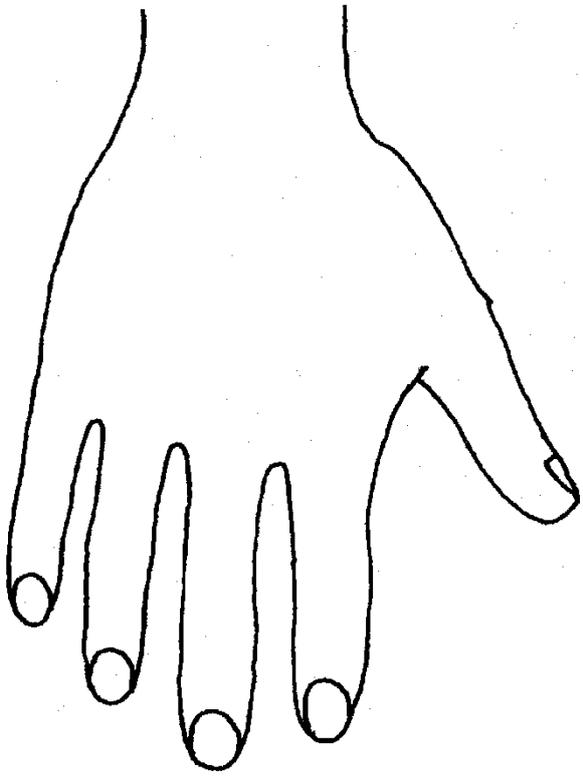
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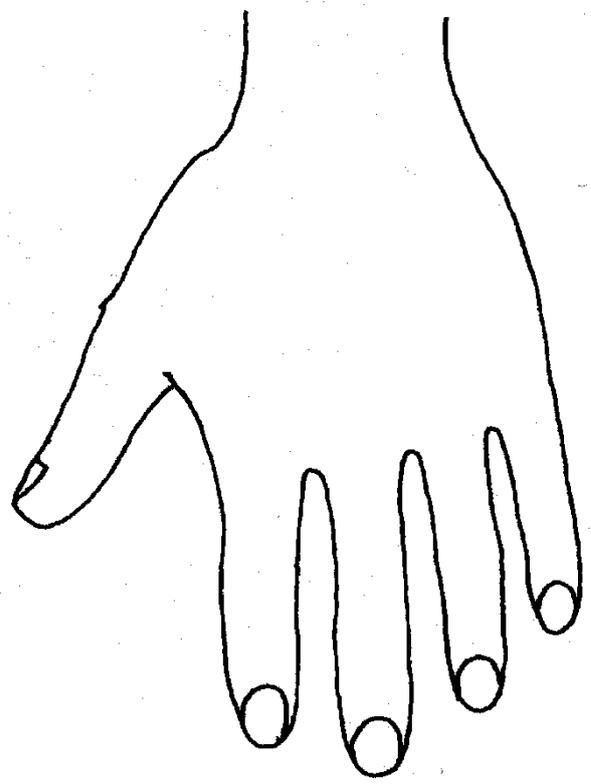
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Date and time of
observation: _____

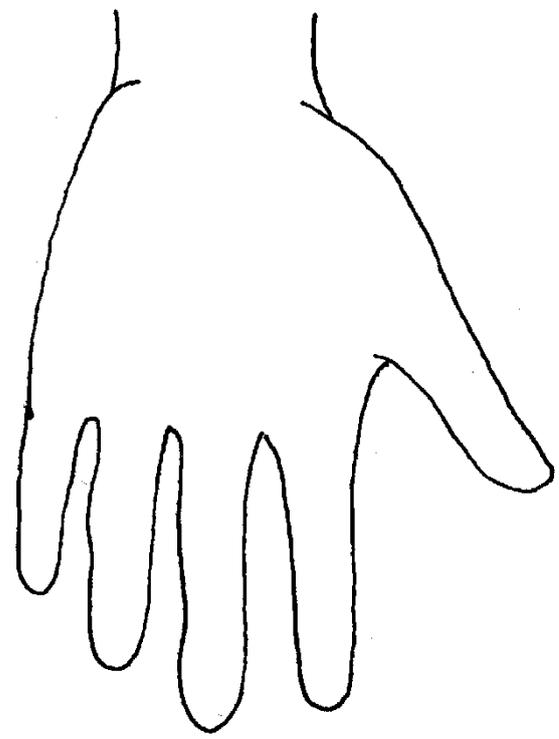
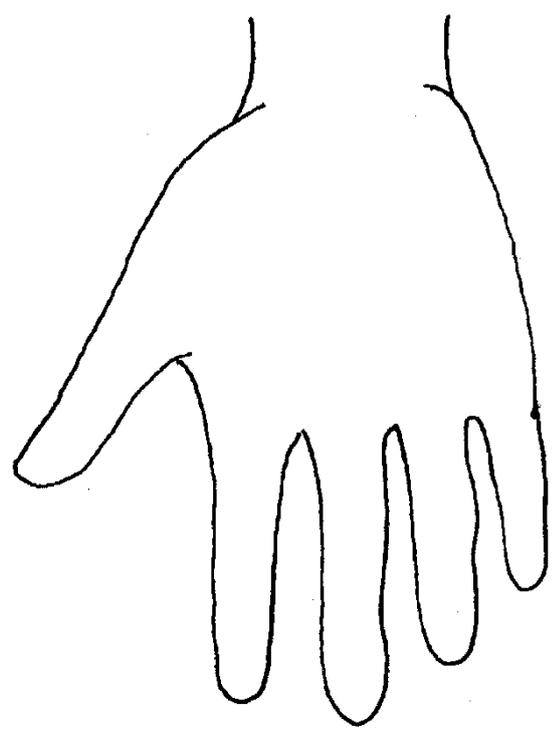


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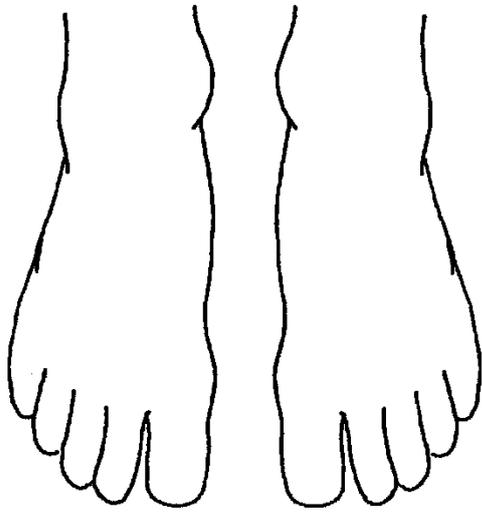
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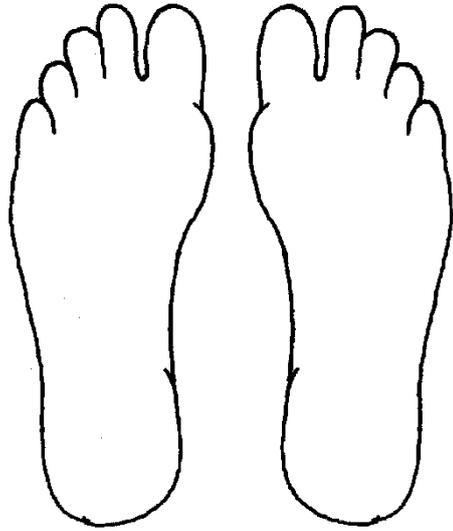


Name of Pupil: _____

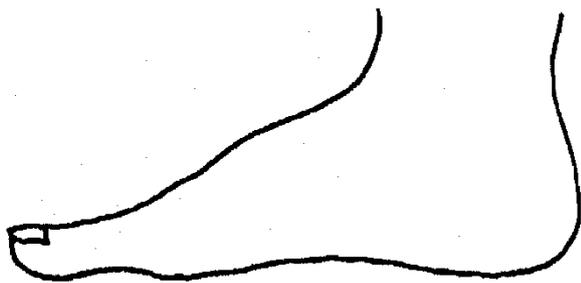
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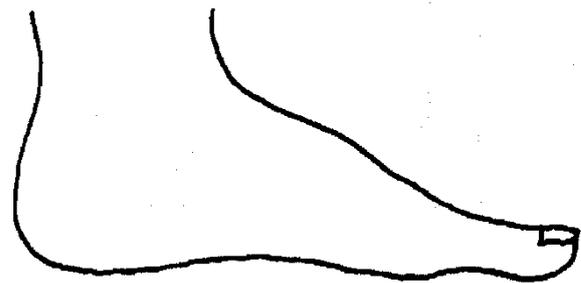
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R BOTTOM L

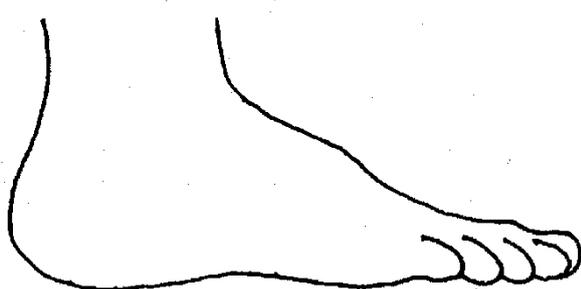


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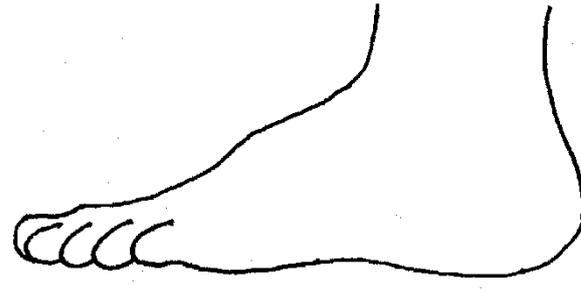


L

INNER



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OUTER

Printed Name, Signature and Job title of staff:			
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Appendix C



PERSON VULNERABLE TO RADICALISATION (VTR) REFERRAL FORM

once completed, email to: MASH@suffolk.pnn.police.uk

SECTION 1: PERSON REFERRING TO COMPLETE (please expand boxes as required)	
Subject's full Name (include all known inc alias/maiden if relevant)	
Date and place of birth	
Full Address	
Spouse/Partner/Parents' names/D.O.B	
Children/Siblings names/D.O.B	
Reason for Referral	
Background and risk issues - Page 4 offers guidance notes (include chronology if known)	
Faith / Ideology	
Personal / emotional & Social	
Risk / Protective factors	
Referrers full name, role, contact details & date submitted.	Date:

<p>Section 2: MASH forward to Suffolk Special Branch by e-mail SpecialBranch@suffolk.pnn.police.uk Deconfliction checks completed by SB, form then returned to MASH</p> <p style="text-align: center;">MASH complete agency checks This process must only take place <u>after</u> SB deconfliction checks – then return to Special Branch</p>

MASH system checks (please expand boxes as required)	
Police inc. CIS, PNC, PND <input type="checkbox"/>	
Adult Services <input type="checkbox"/>	
Children's Services <input type="checkbox"/>	
Education <input type="checkbox"/>	
Housing <input type="checkbox"/>	
General Health <input type="checkbox"/>	
Mental Health <input type="checkbox"/>	
Other (please state)	
CATS reference generated	
Completed by:	Date/time:

For MASH only:

Send to Suffolk Special Branch by e-mail SpecialBranch@suffolk.pnn.police.uk

Section 3: Suffolk Special Branch to complete

SPOE to enter on to FIMU sheet then email to Prevent lead/deputy	SPOE: Sent to: Date: Time:
Deconfliction checks by Prevent lead/deputy (local/Nat NSBIS, DTU, CMIS)	Conflict <input type="checkbox"/> If yes, stop, back to SPOE; No conflict <input type="checkbox"/> If no, proceed to next point; Prevent assessment by:
Suitable for CHANNEL support:	YES <input type="checkbox"/> If yes, individual needs entering on CMIS at this point. NO <input type="checkbox"/>
Reasons	
If No, is there an apparent vulnerability to radicalisation to manage outside of CHANNEL through Prevent Case Management?	YES <input type="checkbox"/> NO <input type="checkbox"/>

<p>If No, is there another safeguarding issue apparent but no signs of a vulnerability to radicalisation?</p>	<p>YES <input type="checkbox"/></p> <p>Raise this with a MASH supervisor, agree outcome and refer back to MASH by email as necessary.</p> <p>NO <input type="checkbox"/></p> <p>Decision to close referral made by: _____</p> <p style="text-align: right;">Date/Time</p> <p>Detail where rationale is recorded:</p>
<p>Referrer notified of outcome</p>	<p>By: _____ Date/Time: _____</p>
<p>GUIDANCE NOTES FOR COMPLETING THIS FORM</p>	

This form is to help you refer concerns about an individual who may be vulnerable to being drawn into terrorism. Below are questions which may help you to quantify and structure your concerns. The list is not exhaustive and other factors may be present but they are intended as a guide to help communicate your professional judgement about what has led you to make this referral.

Faith / ideology

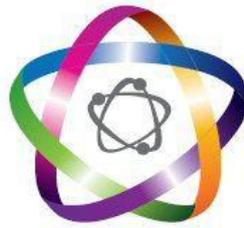
- Are they new to a particular faith / faith strand?
- Do they seem to have naïve or narrow religious or political views?
- Have there been sudden changes in their observance, behaviour, interaction or attendance at their place of worship / organised meeting?
- Have there been specific examples or is there an undertone of “Them and Us“ language or violent rhetoric being used or behaviour occurring?
- Is there evidence of increasing association with a closed tight knit group of individuals / known recruiters / extremists / restricted events?
- Are there particular grievances either personal or global that appear to be unresolved / festering?
- Has there been an increase in unusual travel abroad without satisfactory explanation?

Personal / emotional / social issues

- Is there conflict with their families regarding religious beliefs / lifestyle choices?
- Is there evidence of cultural anxiety and / or isolation linked to insularity / lack of integration?
- Is there evidence of increasing isolation from family, friends or groups towards a smaller group of individuals or a known location?
- Is there history in petty criminality and / or unusual hedonistic behaviour (alcohol/drug use, casual sexual relationships, and addictive behaviours)?
- Have they got / had extremist propaganda materials (DVD’s, CD’s, leaflets etc) in their possession?
- Do they associate with negative / criminal peers or known groups of concern?
- Are there concerns regarding their emotional stability and or mental health?
- Is there evidence of participation in survivalist / combat simulation activities, e.g. paint balling?

Risk / Protective Factors

- What are the specific factors which are contributing towards making the individual more vulnerable to radicalisation? E.g; mental health, language barriers, cultural anxiety, impressionability, criminality, specific grievance, transitional period in life etc.
- Is there any evidence of others targeting or exploiting these vulnerabilities or risks? What factors are already in place or could be developed to firm up support for the individual or help them increase their resilience to negative influences? E.g. positive family ties, employment, mentor / agency input etc.



DEBENHAM HIGH SCHOOL

A Church of England High Performing Specialist Academy

INDUCTION SAFEGUARDING PACK



Introduction

The purpose of this safeguarding induction booklet is to support you in your new role. It may also be used by existing staff to refresh their understanding and awareness of the signs, indications and child abuse. It will help you to know what your role and responsibilities are and what to do if you are concerned about a child. This should be used in conjunction with the school's Whole School Policy for Child Protection and Safeguarding Children and until you receive the school's Group 2 training in Child Protection for all school based staff which should be at least every 3 years.

If you are not sure what to do or feel anxious when dealing with any safeguarding issues remember you can speak to our Designated Safeguarding Lead for Child Protection/Safeguarding who is Mrs Louise Ramsay, Assistant Headteacher.

What is Safeguarding and Child Protection?

Definitions:

Safeguarding is defined as:

-  Protecting children from maltreatment;
-  Preventing the impairment of children's mental and physical health or development;
-  Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
-  taking action to enable all children to have the best outcomes

Keeping Children Safe In Education September 2020

Child Protection is:

-  Part of safeguarding and promoting the welfare of children;
-  It is activity undertaken to protect specific children who are suffering or at risk of suffering significant harm;

Working Together to Safeguard Children (2018), Appendix A: Glossary

Statutory Requirements : What are my roles and responsibilities?

Ss17, 27 and 47 Children Act 1989 respectively, requires:

-  Local authorities to safeguard and promote the welfare of children in need and provide appropriate services;
-  LA and other organisations to assist in the exercise of functions, including those under s17;
-  Local Authorities to make child protection enquiries if they have reasonable cause to suspect a child in their area is suffering or is likely to suffer significant harm and for LA's and other organisations to assist them with those enquiries.

S175 Education Act 2002 requires LA and Governing Bodies of maintained schools and FE institutions to:

-  Make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children, and

- 🌸 Have regard to any guidance issued by the Secretary of State in considering what arrangements they need to make for that purpose of the section.
- 🌸 **All new staff** who will work with children should have induction training which includes safeguarding children. Teachers should also receive child protection training as part of their QTS course.

All staff who will work with children, whether permanent, temporary or voluntary, including governors, should, when starting work, be:

- 🌸 Made aware of and given a written statement about the school or institution's child protection arrangements;
- 🌸 Made aware of their responsibilities and be given the name and contact details of the designated person.

All staff who work with children, including teachers and governors, but do not have designated child protection responsibility should undertake:

- 🌸 Basic child protection training (Group 2 training) that equips them to recognise and respond to child welfare concerns;
- 🌸 Additional child protection training appropriate to their role, including training provided by the designated person, the LA through School's Choice or the Suffolk Safeguarding Partnership
- 🌸 Refresher training at least every 3 years – an annual update given in September.

Safeguarding involves being Proactive in promoting the wellbeing of our students and staff

Safeguarding is not just about protecting children from deliberate harm. For our school it includes such things as:

- 🌸 Pupil safety;
- 🌸 Being aware of bullying, racism, harassment and homophobic bullying;
- 🌸 Arrangements around health and safety on educational visits, activities, intimate care;
- 🌸 Children missing education and online safety
- 🌸 Receipt of high quality Relationships, Sex and Health Education
- 🌸 Provision of Early Help to support young people who are struggling emotionally, mentally or physically

Child Protection

1) What would I look for and how would I know a child or young person is at risk?

Abuse can take place in any family, institution or community setting, by telephone or on the internet. Experiencing first hand and/or witnessing abuse can have a damaging effect on those who are party to it, either is likely to have a significant impact on the health and emotional well-being of the child.

Abuse can often be difficult to recognise and children may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstances change. However, it is important to know the indicators of abuse and to be alert to the need to consult further and to act if abuse is suspected or taking place.

The following indicators listed under the categories of abuse are not an exhaustive list.

Physical Abuse

This can involve hitting, shaking, throwing, poisoning, punching, kicking, scalding, burning, drowning and suffocating or otherwise causing physical harm to a child. It can also result when a parent or carer deliberately causes the ill health of a child in order to seek attention through fabricated or induced illness. This was previously known as Munchausen's Syndrome by Proxy.

Emotional Abuse

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

- 🌸 Excessively clingy or attention seeking;
- 🌸 Very low self-esteem or excessive self criticism;
- 🌸 Withdrawn behaviour or fearfulness;
- 🌸 Lack of appropriate boundaries with strangers; too eager to please;
- 🌸 Eating disorders or self-harm.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or

non-penetrative acts such as, masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to have in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development.

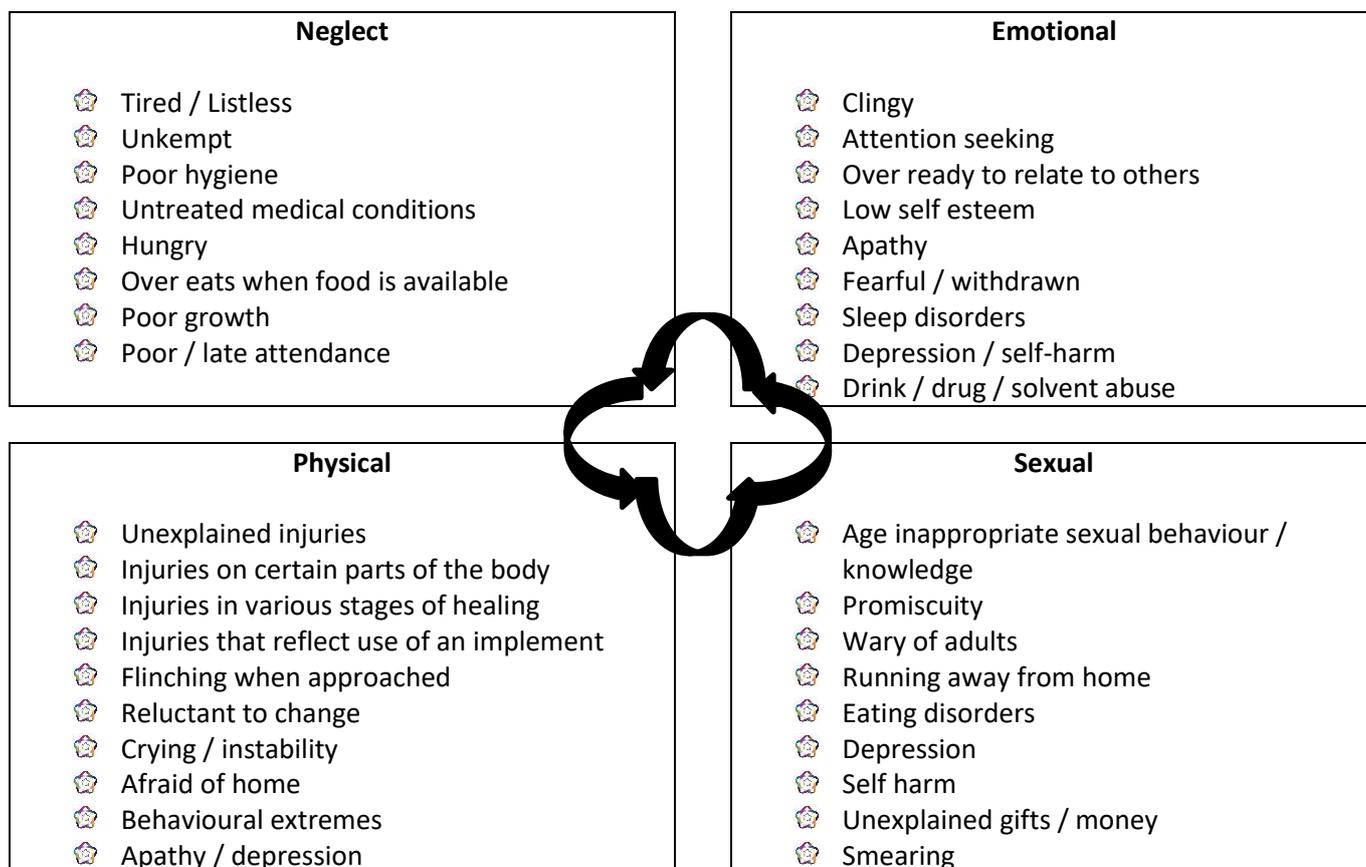
Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- 🌸 Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- 🌸 Protect a child from physical and emotional harm or danger;
- 🌸 Ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment;
- 🌸 It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

Source – Working Together to Safeguard Children pg 105, 2018)

To Summarise : Key Indicators of Abuse

As staff we need to be aware of different indicators of abuse. NB Indicators may be present from more than one category of abuse.



2) What do I do if a child discloses information to me?

Talking to Children and Young People

It is important that you know how to respond appropriately to children if they disclose abuse or if you have concerns.

If a child has chosen to speak to you it is because they feel that you will listen and that they can trust you. You need to listen to what the child has to say and be very careful not to “lead” the child or influence in any way what they say.

DO	DON'T
<ul style="list-style-type: none">  Stay calm;  Listen and be supportive;  Tell the child what you will do next;  Record in writing what was said;  Inform the SDP of your concerns immediately  Seek support for yourself. 	<ul style="list-style-type: none">  Dismiss what the child is telling you;  Ask any leading questions, interrogate the child, or put ideas in the child’s head, or jump to conclusions;  Stop or interrupt a child who is recalling significant events;  Promise the child confidentiality – you must explain that you will need to pass on information to keep them safe;  Express an opinion about the alleged perpetrator of the abuse;  Tell the child everything will be OK.

Remember:

-  **Do not delay;**
-  **Do not investigate;**
-  **Seek advice and support from the Senior Designated Professional;**
-  **Make a clear and accurate record of the concerns;**
-  **Pass the information on.**

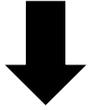
-  When talking to pupils, you must make it very clear from the outset that you have an obligation to pass on information and cannot maintain confidentiality on matters which you believe to be illegal or prejudice the welfare of a child.
-  Much of the information you may refer might appear to be trivial, but may be an essential “last piece of the jigsaw” or may reinforce concerns from other staff unknown to them.
-  Overleaf you will find details of key indicators of different types of abuse and a flow-chart to show Safeguarding procedures for all members of staff.

Flowchart for Referral

CONCERNS

Suspicion / allegation of abuse by –

- 🌸 Child disclosure
- 🌸 Observation
- 🌸 Report by another person
- 🌸 Anonymous communication

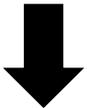


RECORD Sign and Date

CONSULT

Your organisation or group should have a policy for child protection. If appropriate, speak with the person nominated to be the designated safeguarding lead.

RECORD Sign and Date

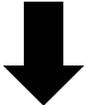


ACTION

DO NOT INVESTIGATE

Refer to Customer First. Your designated lead should make the referral but all staff are able to do so. Parents/Carers should be advised that you are doing this unless this might put the child at risk or cause any delay in referring

RECORD Sign and Date

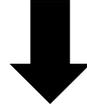


CONFIRM

DO NOT INVESTIGATE

Verbal referrals must be followed by a written referral within 24 hours

RECORD Sign and Date



COMMITMENT

You may be required to provide other information, as required.

RECORD Sign and Date

REMEMBER

DO NOT DELAY – CHILDRENS SERVICES AND POLICE ARE ALWAYS AVAILABLE

3) What if I have concerns about another colleague or trusted adult?

Managing allegations against adults

When staff have concerns about another adult's behaviour or allegations arise, it is inevitably a distressing and difficult time for all concerned. It is important that you raise any concerns at the earliest opportunity so that incidences can be dealt with quickly and fairly.

- 🌸 Self-report if you think you got it wrong or if your behaviour may have been misinterpreted;
- 🌸 Pinpoint what practice is concerning you and why;
- 🌸 Voice your concerns, suspicions or uneasiness as soon as possible;
- 🌸 Don't think "What if I'm wrong?" think "What if I'm right?";
- 🌸 Seek support, guidance and advice without delay from our Senior Designated Professional, Mrs Louise Ramsay;
- 🌸 If you have concerns about the Head teacher, report this to your Chair of Governors.

Whistle-blowing

Whistle-blowing is the mechanism by which adults can voice their concerns, made in good faith, without fear of repercussion. **It is important that you understand the whistle-blowing procedures of the school and who to talk to if you have a concern about another adult.** For example, if you are concerned that an adult in a position of trust may be bullying a child or young person.

As the school's Whistleblowing procedures state, **all allegations** should be reported within **one working day** to the Headteacher or in the case of the Headteacher being the concern, the allegation should be made to the Chair of Governors. **The allegation will be discussed with the LADO on the same day.**

"Allegations of Abuse against People Who Work with Children or Those who are in a Position of Trust" is a protocol shared on the Suffolk Safeguarding Partnership website. This Protocol sets out the locally agreed arrangements for responding to allegations against staff, carers and volunteers who work with children. It is informed by the statutory requirements of *Working Together to Safeguard Children, People in positions of trust, page 58, 2018* and KCSiE, Part four: Allegations of abuse made against teachers and other staff, 2020.

Remember –

- 🌸 **All allegations** must be taken seriously and properly investigated in accordance with local procedures and statutory guidance;
- 🌸 In the event of any allegation being made to you by a child or another adult you **must pass the information on;**
- 🌸 **DO NOT INVESTIGATE. Discuss with the LADO in the first instance;**
- 🌸 You must **make a clear record** of the allegations and report this to the Headteacher without delay. (**Don't forget to date and sign it;**)
- 🌸 If the allegation is about the **Head teacher**, you should **report the information to the Chair of Governors;**
- 🌸 Adults who are the subject of allegations are advised to contact their professional association.

Safeguarding at Debenham High School

- 🌸 All school staff are responsible for safeguarding within school;
- 🌸 Keep yourself safe – Refer to the Staff Code of Conduct and ensure that you follow the guidelines in this with regards to behaviour within school, outside of school and online.
- 🌸 Keeping the students safe – You have a responsibility to monitor and record your concerns and pass them on to the Designated Teacher for Safeguarding. **Our responsibility is only to monitor and record and not to investigate.**
- 🌸 All child protection concerns, including those concerning online safety, should be referred to **Louise Ramsay, Designated Safeguarding Lead, either** on headed school notepaper **or** the Safeguarding Referral Form stored in the staff room. Both have to be signed and dated giving the full name and position of the referrer, The referral should be placed in Louise Ramsay’s pigeon hole to ensure confidentiality. **If Louise Ramsay is not in school refer to Simon Martin or Lorraine Keeble as alternative designated leads.**
- 🌸 Should the concern link to the possible radicalisation of a child or adult in school to be involved in violent, extreme or terrorist activity, under the Prevent duty, you must refer your concerns. The single Point of Contact at DHS is Louise Ramsay.
- 🌸 Our Governor with responsibility for safeguarding is Chris Grover; Chair of Governors is David Carruthers.

Contact Details –

Louise Ramsay – 01728 862913

Simon Martin – 01728 860213 (Extn 203)

Lorraine Keeble – 01728 860213 (Extn 207)

Chris Grover

David Carruthers

lramsay@debenhamhigh.co.uk

smartin@debenhamhigh.co.uk

lkeeble@debenhamhigh.co.uk

christophercsgrover@gmail.com

david.j.carruthers@btinternet.com

Debenham High School's Procedures – What have I learnt?

You must receive child protection training at least once every **three years** and you should be able to answer the following questions:

1. The categories of abuse are:
 - a. _____
 - b. _____
 - c. _____
 - d. _____

2. Do you know about the school's child protection procedures how to access them?

3. Do you know who the Designated Senior Lead for Safeguarding is should you need to report your concerns? What are their contact details?

DSL _____

Contact Details _____

4. Who are the alternate leads to contact if they are not available? What are their contact details?

Alternate (1) _____

Contact Details _____

Alternate (2) _____

Contact Details _____

7. How do you pass on concerns? Is there an agreed format to record any concerns on?

8. Have you got a copy of the school's Staff Code of Conduct or "Staff Handbook"?

9. Have you signed an online “acceptable use agreement” to help keep yourself and children safe online?

10. To whom would you report a concern about another adult’s behaviour in school?

- Designated Senior Lead
 - Headteacher
 - Chair of Governors
 - Named Governor
 - Local Authority Designated Officer (LADO)
- (Please circle all that apply)

Contact Details _____

10. Who is your Named Safeguarding Governor?

Name _____

Contact Details _____

Signed by _____ Role _____
Name

Signed off by _____ Date _____
DSL

ROLE OF THE DESIGNATED SAFEGUARDING LEAD

Governing bodies, proprietors and management committees should appoint an appropriate **senior member** of staff, from the school or college **leadership team**, to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection. This should be explicit in the role-holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

Alternate designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more alternate designated safeguarding lead(s). Any alternate should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead; this **lead responsibility** should not be delegated.

Manage referrals

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care;
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required.

Working with others

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the safeguarding partners;
- liaise with the headteacher to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with all staff on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies that children's needs are considered holistically;
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection

issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school. This includes:

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

Information sharing and managing the child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date.

Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

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

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

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

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives

Raising Awareness

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff;
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college 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 designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand and support the school or college 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 or college;
- 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 or college may put in place to protect them. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing support to staff

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

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

Understanding the views of children

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

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

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of KCSiE, and therefore the designated safeguarding lead 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 F

Prevent Duty Risk Assessment/Action Plan

<u>No.</u>	<u>Prevent Vulnerability/Risk Area</u>	<u>Risk Y/N</u>	<u>Action taken/already in place to mitigate/address risk</u>	<u>Owner</u>	<u>When</u>	<u>RAG</u>
1	<p>LEADERSHIP</p> <p>Do the following people have a good understanding of their own and institutional responsibilities in relation to the "Prevent Duty"?</p> <p><input type="checkbox"/> Board of Governors</p> <p><input type="checkbox"/> SLT</p> <p><input type="checkbox"/> Staff</p>	N	<p>DSL trained as Prevent CoOrdinator</p> <p>Training for staff refreshed annually with updates as part of general Safeguarding duty</p> <p>Staff to complete suggested online Home Office Prevent Training</p> <p>Governors update PREVENT and Safeguarding Training</p> <p>Regular updates for Governors through the usual Safeguarding report</p>	LRa	<p>July 2015 ; updated online July 2019</p> <p>Sept 2022 – Jan 2023</p> <p>Oct 2022</p> <p>Termly</p>	G
2	<p><u>Partnership</u></p> <p>1) Is there active engagement from the institution's Governors, SLT and leaders?</p> <p>2) Does the institution have an identified single point of contact (SPOC) in relation to Prevent?</p> <p>3) Does the institution engage with the BIS Regional Prevent Coordinator, Local Authority Police Prevent Leads and engage with local Prevent Boards/Steering Groups at Strategic and Operational level?</p>	N	<p>1) Governors & SLT working together to lead Prevent work in school- led by DSL/Prevent Co-ordinator</p> <p>2) The Prevent Lead for DHS is the Safeguarding Lead Louise Ramsay. She is responsible for oversight of the Prevent strategy and update to SLT and Governors.</p> <p>3) Prevent Co-ordinator is trained in the programme. Where appropriate the</p>	LR/SM	<p>Ongoing</p> <p>Termly if needed</p>	G

			Prevent Co-ordinator links with external agencies to seek guidance			
3	<p>Staff Training</p> <p>Do all staff have sufficient knowledge and confidence to:</p> <p>1) exemplify British Values in their management, teaching and through general behaviours in the institution</p> <p>2) understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorism</p> <p>3) have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response</p>	N	<p>1) Behaviour in school shows respect between students and staff. The school ethos ensures that students show tolerance and understanding and recognise when they need to report issues to the staff or particular issues to the DSL. Audit of the curriculum highlights where British Values are explicitly taught through the curriculum.</p> <p>2) Staff have all partaken in the Prevent Training and report any concerns they have to DSL/ASL. Annual updates include a section on Prevent</p>	<p>SLT; LR</p> <p>LR</p>	<p>Update in Autumn 2022</p> <p>Sept 2022 – Jan 2023</p>	G
4	<p><u>Welfare and pastoral support</u></p>	N	<p>1) School pastoral system is highly effective at dealing with issues as they arise, there is also a strategic oversight to ensure that systems are in place to deal with issues and concerns. E.g. part of FNM, CiN and CP where needed.</p> <p>2) School (as a CofE school) has strong links with local churches to support pastorally and spiritually. This has involved supporting families through difficult situations.</p> <p>3) Chaplaincy provision from the local incumbent weekly</p>	<p>LR; HoY</p> <p>SMA; LR</p> <p>SMA; MCo; Chaplaincy Team; Rev S Bates SMA;LR</p>	<p>Termly</p>	G

			4) As part of routine agenda item at Governing body, equalities, early help and safeguarding are reviewed. Policies and Action Plans are reviewed in line with agreed cycle. Stakeholders including students are consulted as part of this process.			
5	<u>Speakers and Events</u> 1) Is there an effective policy/framework for managing speaker requests? 2) Is it well communicated to staff/students and complied with?	N	1) All visits are agreed through SLT. 2) No explicit policy however staff and students are aware that they need to speak to SLT before any speakers/visitors arranged.	SLT		G
6	<u>Safety Online</u> 1) Does the institution have a policy relating to the use of IT and does it contain a specific reference and inclusion of the Prevent Duty? 2) Does the institution employ filtering/firewall systems to prevent staff/students/visitors from accessing extremist websites and material? 3) Does this also include the use of using their own devices via Wi-Fi?	Y (measures are in place to minimise it)	1) OnlineSafety policy and acceptable use procedure shared with all stakeholders. 2) Staff Conduct policy gives detailed guidance on staff use and appropriate use. 3) Firewall provided through Netsweeper, school does not allow students to use their own devices in school.	LRa; SH		G
7	<u>Prayer and Faith Facilities</u> 1) Does the institution have prayer facilities? 2) Are there good governance and management procedures in place in respect of activities and space in these facilities?	N	1) Facilities are available for Muslim prayer; Christians have a Christian Union (Forum) they can attend; Prayer Space once a year in January	LR; MCo; Rev Susan Bates; Rev		G

			2) Managed by Pastoral Team and Head of RE in special events	Tracey James; Tim Warnock ,		
8	<p><u>School Security</u></p> <p>1) Are there effective arrangements in place to manage access to the campus by visitors and non-students/staff?</p> <p>2) Is there a policy regarding the wearing of ID on campus? Is it enforced?</p> <p>3) Are dangerous substances kept and stored on site?</p>	N	<p>1) Yes – all access through the Front Office; visitors badges to be worn; Safeguarding welcome leaflet shared with visitors; visitors not left alone with students unless DBS checked and there is prior knowledge of their visit and role</p> <p>2) Staff wear ID badge – new more secure system coming on line</p> <p>3) Science; cleaning; catering equipment is duly locked and monitored</p>	SLT		G
9	<p><u>Safeguarding</u></p> <p>1) Is protection against the risk of radicalisation and extremism included within Safeguarding and other relevant policies?</p> <p>2) Do Safeguarding and welfare staff receive additional and ongoing training to enable the effective understanding and handling of referrals relating to radicalisation and extremism?</p> <p>3) Does the institution utilise Channel as a support mechanism in cases of radicalisation and extremism?</p>	N	<p>1) Safeguarding Policy includes radicalisation and extremism</p> <p>2) Staff are trained as needed; all staff trained to recognise signs</p> <p>3) Chanel will be the point of referral for this organisation</p> <p>4) Chanel referrals are part of the Safeguarding Policy</p>	LR	Updated annually	G

	4) Does the institution have a policy regarding referral to Channel identifying a recognised pathway and threshold for referral?					
10	<u>Communications</u> 1) Is the institution Prevent Lead and their role widely known across the institution? 2) Are staff and students made aware of the Prevent Duty, current risks and appropriate activities in this area?	N	1) Single Point of Contact name is known through training; leaflets and posters 2) Staff are made aware formally through training. The school cultivates an atmosphere where staff and students are encouraged to report any concerns re change of behaviour. Specifically, students are informed about risks of terrorism and radicalisation through assemblies and special events but the focus is always on the importance of being tolerant and respectful not the negatives (eg British values!)			G
11	<u>Incident Management</u> 1) Does the institution have a critical incident management plan which is capable of dealing terrorist related issues? 2) Is a suitably trained and informed person identified to lead on the response to such an incident? 3) Does the Communications/Media dept understand the nature of such an incident and the response that may be required?	Y	1& 2) Yes – Continuity Plan in school which is shared with key senior staff 3) N/A – Headteacher and SLT manage all communications			G
12	<u>Staff and Volunteers</u> 1) Does awareness training extend to sub-contracted staff and volunteers?	Y	1) No volunteers of sub contracted staff. Invigilators and support staff were trained			G

Appendix G



CONTEXTUAL SAFEGUARDING RISK ASSESSMENT

Risk	Short Term Protective Measure	Person Responsible	Long Term Protective Measure	Person Responsible	Success Criteria
<p>Students and staff feel “things like this don’t happen here”.</p>	<p>Staff and Students are made aware of our specific safeguarding issues such as CCE and CSE. (as detailed below):</p> <ul style="list-style-type: none"> • Staff through an embedded safeguarding training programme. • Students through PSHE and other opportunities such as assemblies and form time. 	<p>DSL team, Co-Ordinator of PSHE All staff</p>	<p>5 Year PSHE PoS clearly articulates “these things” can affect anyone.</p> <p>Communication with parents/carers through Bulletins and formal evenings together make them aware of possible safeguarding issues</p>	<p>DSL team, Co-Ordinator of PSHE</p>	<p>All staff and students are clear everyone can be at risk and can articulate this.</p> <p>Parents/carers have opportunities to be kept informed</p>
<p>Students at risk of Child Criminal Exploitation (Including County Lines/Gangs)</p>	<p>During the school day, gates are kept locked and so students remain on the school site</p> <p>Students do not leave the site at lunchtime</p> <p>Vigilance and professional curiosity of duty staff</p>	<p>SLT Custodian</p> <p>SLT</p> <p>All staff</p> <p>All Staff</p>	<p>Transparent and open safeguarding culture in the school allowing students to express concerns to adults</p> <p>Preventative education within PSHE on making healthy choices and the importance of being responsible citizens</p>	<p>DSL/SLT/All Staff</p> <p>AHT; Co-Ordinator of PSHE</p>	<p>Students are aware of the dangers of Child Criminal Exploitation, including County Lines and gangs; if there are indicators, intervention is swift</p>

	<p>Vigilance and professional curiosity of staff around school through conversations heard/changes in behaviour being noted and recorded</p> <p>Application of Child Protection and Safeguarding Policy/procedures</p>	DSL Team	<p>To supplement, using the PCSOs to educate the school community on County Lines</p> <p>Staff safeguarding training and training in the delivery of PSHE as part of the rolling CPD programme</p> <p>Communication with parents/carers through Bulletins and formal evenings together make them aware of possible safeguarding issues</p>	<p>Staff delivering PSHE</p> <p>SLT</p> <p>AHT/DSL</p>	
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<p>Students could be groomed online around:</p> <p>a) Radicalisation/Extremism</p> <p>b) Child Sexual Exploitation</p>	<p>Vigilance and professional curiosity of staff around school through conversations heard/changes in behaviour being noted and recorded</p>	<p>DSL/SLT/All Staff</p> <p>IT Team</p>	<p>Preventative education within PSHE, Computing & RE with regards to Radicalisation & Extremism and CSE</p>	<p>AHT;</p> <p>Co-Ordinator of PSHE</p> <p>Staff delivering PSHE;</p> <p>Computing and RE</p> <p>IT Team</p>	<p>Student not affected or if there are signs, intervention is swift</p>
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	<p>Vigilance and monitoring of online work in school</p> <p>Application of Child Protection and Safeguarding Policy/procedures</p>	<p>DSL Team</p>	<p>Online Safety is followed within school through application of filters</p> <p>Communication with parents/carers through Bulletins and formal evenings together make them aware of possible safeguarding issues</p>		
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