Safeguarding and Child Protection Policy

Parish Primary School

Date: April 2021

Review: April 2022

PARISH
CE Primary School
Part of the Aquinas Trust

Building Learning, Friendships and Faith.

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Policy Title: Safeguarding and Child Protection Policy
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Academy Responsibility: Headteacher, DSL and DDSLs
Trust Responsibility: Chief Executive Officer, Academy improvement Director and Operations Director
Date: April 2021
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Purpose of the Policy

This policy details the academy's intentions regarding the protection of children and young people in its care. Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how the academy responds to concerns about a child.

Safeguarding is a term which is broader than 'child protection' and relates to the action taken to promote the welfare of children and young people up to the age of 18 and to protect them from harm. Safeguarding is everyone's responsibility. Safeguarding is defined in Working together to safeguard children 2018 as:
- protecting children from maltreatment
- preventing impairment of children's health and 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

Aquinas Church of England Education Trust (the Trust) and *Parish CE Primary School* always acts in their best interests of the child or young person and ensures that all reasonable steps are taken to promote their wellbeing and prevent harm to them. Having safeguards in place within an organisation not only protects and promotes the welfare of children but also enhances the confidence of trustees, staff, volunteers, parents/carers and the general public.

Statement of Principles and Values

This policy applies to all staff, trustees, members of Aquinas Advisory Councils (AAC), volunteers, contractors and visitors. The Trust and the academy are committed to:
- The welfare and protection of the child or young person being paramount.
- No child or group of children being treated any less favourably than others in being able to access services which meet their particular needs.
- All children without exception have the right to protection from abuse regardless of gender, sexual orientation, ethnicity, disability, sexuality or beliefs.
- The policy being reviewed, approved and endorsed by the board of trustees annually or when legislation changes.
- Taking seriously all concerns and allegations of abuse which may require a referral to children's social care services, the independent Local Authority Designated Officer (LADO) for allegations against staff, trustees and other volunteers, and in emergencies, the police.
- Keeping children, young people and parents and carers aware of the policy and procedures as appropriate.
- A safer recruitment, selection, vetting and induction process for all staff and volunteers.
- Implementing the procedures of the Local Safeguarding Children's Partnership (LSCP) where appropriate.
- Protecting children and young people from all forms of abuse prevalent at the time and for adapting existing or developing new procedures to ensure their safety.

Child Protection Statutory Framework

- Children Act 1989.
- United Convention of the Rights of the Child 1991.
- The General Data Protection Regulations and the Data Protection Act 2018.
- Human Rights Act 1998.
- Sexual Offences Act 2003.
- Children Act 2004.
- Safeguarding Vulnerable Groups Act 2006.
- Protection of Freedoms Act 2012.
- Children and Families Act 2014.
- Equality Act 2010
- Public Sector Equality Duty
- Keeping Children Safe in Education (2020 (KCSIE).
- Special educational needs and disability (SEND) code of practice: 0 – 25 years – Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities; HM Government 2014.
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers; HM Government 2018.
- Working together to safeguard children: a guide to inter-agency working to safeguard and promote the welfare of children; HM Government 2018 updated in December 2020
- Education Act 2002.
- Common Assessment Framework for Children and Young People 2007.
- The Children (Private Arrangements for Fostering) Regulation 2005
- Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015.
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015).
- LSCP interagency child protection and safeguarding procedures.
- Use of Reasonable Force – DfE Guidance (2013)
- Children missing education Statutory guidance for local authorities (2016)
- Child sexual exploitation - Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (2017)
- Sexual Violence &Sexual Harassment Between Children in Schools and Colleges – DfE Guidance (2018)

Relevant Trust and academy policies

This policy must be read in conjunction with related Trust and academy policies, detailed below, which together form the basis of child protection at the academy.

The Trust's policies on:
- Academy Admissions Arrangements
- Allegations of abuse against staff
- Complaints
- Confidentiality Statement
- CPD and Training
- Data Protection
- Disclosure Statement
- Equality
- Grievance and Disciplinary

- Health and Safety
- Induction
- Lone worker
- Positive Handling
- Relationship, Health and Sex Education
- Safeguarding
- Safer Recruitment
- Whistleblowing

Academies' individual policies on:
- Accessibility Plan
- Administration of medicine and first aid
- Attendance
- Appropriate physical contact including restraint
- Behaviour including anti-bullying
- Child Looked After
- Complaints
- E-safety and acceptable use
- Health and safety procedures
- Missing children
- Personal and intimate care
- Photography of children and young people
- Relationships Education and Relationships and Sex Education
- Remote Learning
- SEND

The policies are supported by the Trust's Employee handbook and the operational procedures outlined for each individual academy. This includes the academy procedures for dealing with disclosures and concerns about a child or young person including the recording and sharing of information.

COVID-19 Critical Incident

For those children who are unable to attend school from the commencement of the academic year 2020-2021, due to a reason connected with the COVID-19 pandemic, the academy will on a regular basis keep in touch with the pupil and family in order to ensure the wellbeing of the pupil. Staff will monitor for signs of neglect or harm and report and escalate concerns as detailed in this policy.

Where the academy is required to close for some or all of its pupils and staff due to a reason connected with the COVID-19 pandemic or pupils are learning remotely due to a reason connected with the pandemic, the COVID-19 appendix as detailed in the Trust's Safeguarding Policy shall apply.

For the period of the COVID-19 critical incident, a DSL or DDSL who has been trained will continue to be classed as a trained DSL or DDSL even if they miss their refresher training. However, training should be accessed as soon as possible.

Categories of Harm

The Trust and the academy acknowledge that children and young people can face abuse in a myriad of ways and from numerous sources. The main categories of harm, as identified by KCSIE, are:

Abuse and neglect are forms of maltreatment and harm 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 a stranger. They may be abused by an adult or adults or another child or children. Categories of abuse are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

Signs and indicators are found at **Appendix 1.**

<u>Female Genital Mutilation</u> (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 to subject a child or young person to FGM or to take a child abroad to undergo FGM. There is a mandatory duty on all staff to report cases of FGM to the police.

A child for whom FGM is planned is at risk of significant harm through physical and emotional abuse. Where a child is thought to be at risk of FGM, there is a need to act quickly before the child is abused in the UK or taken abroad to undergo the procedure.

<u>The Prevent Strategy</u>

The Prevent Strategy is a countrywide initiative which aims to work with young people and their families to prevent extremist behaviour and or radicalisation. The three key areas of concern are animal extremist behaviour, racist behaviour and terrorist behaviour. The academy supports the Prevent Strategy and will refer a student if they feel there is enough evidence to warrant it.

The Prevent Strategy places a duty on the academy to have "due regard to the need to prevent people from being drawn into terrorism". In order to achieve this the academy must undertake a risk assessment, work in partnership, train staff and have appropriate IT policies. Further details are found at **Appendix 1.**

<u>Other</u>

Although it is not possible to provide a definitive list of all incidences which may impact on the safety of a child or young person, staff should also be aware of the following:

- Bullying (including cyber bullying) – please see the academy's anti-bullying, e-safety and acceptable use policies.
- Children missing from education - please see **Appendix 1** and the academy's attendance policy
- Child Sexual Exploitation - please see **Appendix 1.**
- Domestic violence – please see **Appendix 1** and the academy's attendance/ missing children policy.
- Fabricated or Induced illness - please see **Appendix 1.**
- Forced marriage - please see **Appendix 1.**
- Honour based violence- please see **Appendix 1.**
- Peer on Peer Abuse including upskirting - please see **Appendix 1.**
- Sexual Behaviour and Harassment - please see **Appendix 1.**
- Criminal Exploitation – please see **Appendix 1**
- Serious Violence and sexual harassment – please see **Appendix 1**
- Mental Health - please see **Appendix 1**
- Online Safety - please see **Appendix 1**

Early Help and the Common Assessment Framework (CAF)

The identification of children and young people who would benefit from early help is vital to safeguarding. Early help is the provision of support as soon as a problem emerges, this may continue as regular Team Around the Child (TAF) meetings. Further details are provided in **Appendix 1.**

Child Protection Plan (CPP) and a Child in Need (CHIN)

Following a referral to the MASH team and subsequent family assessment a child may be subject to a CPP or considered a CHIN. These interventions are led by a named social worker.

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

Where there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm, the local authority is able to undertake an investigation under S.47 of the Children's Act 1989. This may result in a child protection S.47 investigation.

Children with Specific Characteristics

Children Looked After and previously looked after – staff and volunteers should have an awareness of issues around safeguarding children looked after. Appropriate staff must have information they need about the legal status of the looked after arrangements and the care arrangements for the child/ young person. Further details are found in **Appendix 1** and in the academy's Children Looked After Policy.

Children with Special Educational Needs (SEN) or disabilities - Staff and volunteers should also be aware of the additional vulnerabilities of children and young people with SEN and disabilities as they can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect within this group. This can include:
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Children and young people with Sen or disabilities can be disproportionately impacted by things like bullying, without outwardly showing any sign; and
- Communication barriers and the difficulties overcoming these barriers.

Further details can be found in the academy's SEND policy.

Private fostering – Private fostering is when a child or young person of up to 16 years old (or 18, if the child is disabled) is in the care of someone who:
- Is not his or her parent.
- Does not have parental responsibility.
- Is not a close relative.

Close relatives are defined as grandparents, brothers, sisters, uncles, aunts (whether of full blood or half blood or by marriage) or step-parent under the Children Act 1989.

A child is not privately fostered if the adult caring and accommodating them has done so for less than 28 days and does not intend to do so for longer. If a child or young person is being looked after by anyone else for more than 28 days, the Local Authority must be notified.

Parental responsibility refers to all the rights, duties, powers, responsibilities and authorities that a parent has by law in relation to a child, as defined by section 3 of The Children Act 1989.

Academies will ensure that when a child is registered, the relationship with the registering adult is established including details of who holds parental responsibility with reference to court order, if appropriate.

When identifying cases of private fostering, staff will have to consider whether the child:
- Is new to the school.

- Mentions their living arrangements.
- Is accompanied to school by an unfamiliar adult.
- Goes missing from education for a concerning length of time.
- Or their carer is vague about the child's living arrangements, education, needs, etc.
- Has come from overseas and has asked what the purpose of the visit is and if their parents came with them.
- Is an unaccompanied asylum seeker.
- Has been trafficked.

The academy will cooperate with any LA arrangements after a referral has been made.

Roles and Responsibilities

<u>The Trust</u>

The Trustees are ultimately responsible for safeguarding and child protection at the academy. However, the Trustees have delegated the responsibility for safeguarding and child protection at the academy to the Headteacher. The Trust will monitor and quality assure the safeguarding and child protection activities of the academy through the work of the Chief Executive Officer, the Education Director and the Director of Communications and Compliance.

<u>Headteacher</u>

The Headteacher will ensure that the academy:
- Has a safeguarding and child protection policy in place as approved by the Trust and its procedures are in accordance with national and or local guidance and locally agreed inter-agency procedures, and that the policy and procedures are made available to parents and other stakeholders on the website or on request.
- Regularly reviews its safeguarding procedures and implements recommendations from the Trust or relevant third party.
- All policies and procedures within the Trust/academy's safeguarding suite of policies are implemented and followed by staff.
- Has the necessary policies dealing with behaviour, bullying, relationships and safety: physically, mentally and e safety.
- Provides regular training and updates for all staff.
- Operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with students. A single central record of the checks will be maintained.
- Has procedures in place for the prompt induction of staff and volunteers in relation to all safeguarding and child protection policies and procedures relevant to the academy.
- Has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures. Allegations against the Headteacher shall be referred to the Chief Executive Officer of the Trust.
- Has a Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) to take responsibility for child protection and safeguarding with the appropriate job descriptions, they are suitably trained and sufficient resources and time are allocated to enable the DSL ad DDSL to discharge their responsibilities.
- Provides appropriate annual safeguarding training for all staff and updates on the types of abuse identified and ensures that staff and the safeguarding team receive appropriate training in relation to the prevalent forms of abuse at any time, thereby ensuring that staff feel able to raise concerns about poor or unsafe practice. Additionally, staff acknowledge awareness of the safeguarding suite of policies and Part 1 of Keeping Children Safe in Education. Appropriate training is also provided to supply staff and volunteers.
- Where a form of abuse increases in prevalence such as online safety, criminal exploitation and peer on peer abuse, more particularly sexual violence and harassment between children and young people, additional training is provided to staff.

- Remedies, without delay, any deficiencies or weaknesses regarding child protection arrangements.
- Where services or activities are provided on the academy premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the academy on these matters where appropriate.
- All processing and sharing of personal data of the child will be undertaken in accordance with data protections principles as detailed in the Trust's data protection policy.
- Reviews the policy and procedures at least annually and these are implemented at the academy, especially in relation to forms of abuse that may be prevalent at any given time.
- Has a programme for raising awareness of safeguarding issues for pupils and parents.
- Complies with its legal duty to provide support to privately foster pupils, staff understand private fostering and how to identify a child who may be privately fostered and such cases are reported to the Local Authority.
- Implements the requirements of the DFE statutory guidance on Relationships Education, Relationships and Sex Education and Health Education and complies with the Trust policy, thereby ensuring that children and young people are respectful of each other and are able to build positive and healthy relationships.

<u>DSL and DDSL</u>
The DSL and DDSL will be responsible for the following:
Referrals
- Consider all reported concerns of abuse and disclosures and ensure the protection of the victim.
- Refer cases of suspected abuse or allegations to the relevant investigating agencies and the LADO.
- Refer cases of suspected extremist behaviour to *Prevent and cases of FGM to the police*.
- Act as a source of support, advice and expertise within the academy.
- Liaise with the Headteacher in circumstances where the Headteacher is not the DSL or DDSL, to inform them of any issues and ongoing investigations and ensure there is always cover for this role.
- Children should also be assessed in the context of wider factors that are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that staff are aware of these and are able to inform the referral process.
- Working with and contributing to the work of the three safeguarding partner arrangements.
- Working with social care and any named social worker.

Training
- Have undertaken the requisite DSL training and refresher training at two yearly intervals to keep their knowledge and skills up to date.
- Recognise how to identify signs of abuse and neglect and when it is appropriate to make a referral.
- Have a working knowledge of the LSCP Procedures, completion of a Common Assessment Framework paperwork, the conduct of a child protection case conference and be able to attend and contribute to these.
- Understand the key purpose of listening to the young person, to secure the young person's narrative.
- Understand and be able to initiate early intervention services.
- Understand the threshold process for Child in Need.
- Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Understand the unique risks associated with online safety and have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college.
- Ensure that all staff have access to and understand the academy's child protection policy and the requirements of KCSIE.

- Ensure that all staff have annual safeguarding training and receive an additional safeguarding information throughout the academic year to support the protection of children. Appropriate training is also provided to supply staff and volunteers.
- Ensure that all staff have induction training and maintains a record of all training undertaken by staff.
- Keep detailed accurate secure written records of reported concerns and the outcomes. Records are kept in accordance with data protection principles and communicated effectively to third parties and a new provision where necessary.
- Obtain access to resources and attends any relevant or refresher training courses at least every two years, including specialist training and updates from the LSCP.
- The DSL will keep abreast of changes to safeguarding guidance and national recommendation such as peer on peer abuse and in particular sexual violence and harassment between children and young people.

Raising Awareness
- Ensure the academy safeguarding and child protection policy and procedures are updated and reviewed annually.
- Ensure parents are made aware of the academy safeguarding and child protection policy which alerts them to the fact that referrals may be made and the role of the academy in this.
- Where a child/ young person leaves the academy, ensure that information is passed to the new school prior to them starting if possible and that any files are transferred to the new school separately from the main student file as soon as possible. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and forwarded to the relevant named Social Worker.
- Where the parents inform the academy that they wish to elect for home education, the Local Authority is alerted in order that they can endeavour to undertake a home visit to discuss this with the parents.
- Appoint at least one person to deputise, who has also attended the appropriate higher level training with the LSCP.
- Ensure that members of staff who come into contact with child protection issues are supported
- Ensure that parents and pupils are aware of issues of increasing concern such as online safety, criminal exploitation and peer on peer abuse, more particularly sexual violence and harassment between children and young people, and additional guidance, advice and support is provided for parents to keep their children safe and for pupils and young people to support their safety.

Working with Partners
- Are trained in inter-agency working that is provided by, or to standards agreed by the LSCP.
- Contribute to the work of the three safeguarding partner arrangements.
- Liaise with the three safeguarding partners and works with other agencies in line with Working Together to Safeguard Children. The DSL should be guided by the NPCC guidance 'When to call the police' when considering to calling the police and what to expect when they do.
- Develop effective links with relevant statutory and voluntary agencies and attends and/or contributes to child protection conferences in accordance with local procedure and guidance.

Private Fostering
- Respond to private fostering concerns that staff may have about a child by referring it to the LA.
- Offer training and advice to staff in regard to private fostering.
- Liaise with the LA, where appropriate.
- Assist with advising and supporting carers to undertake their duties while a privately fostered child is living with them.

Staff (including supply staff) and Volunteers
It is the responsibility of all staff and volunteers to:
- Ensure the safety and protection from harm of children and young people in their care.

- Familiarise themselves with KCSIE, the academy's safeguarding and child protection policy and related policies as detailed in the academy's safeguarding and child protection policy.
- Report all allegations of abuse against a member of staff to the headteacher of the academy.
- Keep confidential personal data regarding a child, young person or another member of staff except where the disclosure is to DSL/headteacher and the disclosure is necessary for safeguarding reasons.
- Fully comply with the Trust and academy's safeguarding and child protection policies and procedures and inter- related policies.
- Attend annual safeguarding training and any updates provided throughout the academic year through staff briefings and bulletins.
- Report all causes of concern, however minor, to the DSL in accordance with the procedures detailed in appendix 2 and as elaborated on in the safeguarding training. The DSL or DDSL must be informed of any of the following concerns:
  - ➢ any suspicion that a child or young is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
  - ➢ any explanation given which appears inconsistent or suspicious.
  - ➢ any behaviours which give rise to suspicions that a child or young person may have suffered harm (e.g. worrying drawings or play).
  - ➢ any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment.
  - ➢ any concerns that a child or young person is presenting signs or symptoms of abuse or neglect.
  - ➢ any significant changes in a child or young person's presentation, including non-attendance.
  - ➢ any hint or disclosure of abuse from any person.
  - ➢ any concerns that the child or young person has fabricated or induced illness.
  - ➢ any concerns that the child or young person is a victim of Faith abuse.
  - ➢ any concerns that the child or young person is at risk of forced marriage.
  - ➢ any concerns that a child is at risk from gangs and youth violence.
  - ➢ any concerns that a child or young person is at risk of, or has been through, Female Genital Mutilation (FGM).
  - ➢ any concerns that a child or young person is at risk from people trafficking.
  - ➢ any concerns regarding person(s) who may pose a risk to children or young people (e.g. living in a household with children present).
- Understanding private fostering and their responsibilities in relation to it.

Reporting Concerns

Any member of staff (including supply staff) who has a concern for a child or young person, however insignificant this may appear to be, should seek advice from one of the DSL or DDSL immediately such concerns to include incidences occurring outside school hours and off the school site. Concerns that are more serious must be reported immediately and brought to the attention of the DSL as soon as possible. If they are not available, the DDSL should be consulted. It is the duty of the DSL and DDSL to take advice from the MASH team and complete a referral to social care when appropriate. If a child or young person makes a disclosure of abuse to any member of staff, they should follow the procedure set out in **Appendix 2.** Volunteers must also follow this procedure.

If there is a risk of immediate harm to a child or young person a referral will be made to children's social care immediately. In certain circumstances it will also be appropriate to notify the police; in the case of FGM this is a mandatory requirement. Any member of staff can make a referral and the process detailed in **Appendix 2** should be followed.

Working in Partnership

The Trust and the academy recognise the importance of working in partnership with the local safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area) and other relevant agencies in a co-ordinated manner and the academy procedures take into account the safeguarding procedures of the LSCP.

The Homelessness Duty – Public authorities are required to refer any child or young person they consider to be homeless, or threatened with homelessness, to a housing authority. Thus, staff should be aware of this duty and refer any such concerns to social care.

Confidentiality

All staff have a responsibility to share information regarding the protection of children and young people with the DSL. Information sharing is vital in identifying and tackling all forms of abuse. In order to safeguard the child or young person following any disclosure or reporting of a concern by a member of staff or volunteer, all matters must be kept confidential within the safeguarding team and the member of staff or volunteer. The sharing of information within the academy, the parents and other agencies will be determined by the headteacher and the DSL and it will be undertaken in accordance with the principles of data protection. Staff are referred to the Trust's Confidentiality Statement for further details.

Whilst, among other obligations, the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure, this is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

The processing conditions detailed in the Data Protection Act 2018 enable the Trust and the academy process, store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'. The 'safeguarding of children and individuals at risk' is a processing condition that allows the sharing special category personal data without consent of the data subject where there is good reason to do so and it is not possible or reasonably practicable to obtain consent or to do so would place the child or young person at risk.

Communication with Parents

Any concerns regarding a child or young person following a disclosure or the reporting of a concern by a member of staff or volunteer, will be communicated to the parent/carer where it is in the interests on the child or young person to do so and where such communication will not result in further harm to the child or young person. Communication with the parent/carer will be determined by the Headteacher and the DSL, having taken advice from the MASH team.

Record Keeping

Accurate records will be made as soon as practicable. The procedure to be followed is detailed at **Appendix 2**.

Allegations against staff

The highest possible standards of behaviour are expected from staff and volunteers in relation to their interaction with pupils at all times. The Trust has procedures in place to deal with allegations made against staff and volunteers as detailed in the Trust and academy policies detailed above.

Any concerns that involve an allegation against a member of staff, supply staff and volunteer should be referred immediately to the Headteacher who will contact the appropriate personnel within the London Borough of Bromley to discuss and agree action to be taken. Where the allegation relates to supply staff, the headteacher will advise the appropriate personnel within the local authority, the relevant agency employer and support any investigation that is required. If the allegation is against the Headteacher then the Chief Executive Officer of the Trust should be informed directly, who will make the necessary decisions.

The academy has a legal duty to refer staff to the Disclosure and Barring Service if the harm test (to satisfy the harm test there needs to be credible evidence of a risk of harm to children or young people) has been satisfied or relevant conduct has been identified. The Headteacher is responsible for the referral.

Staff (including supply staff) must be aware of the Trust whistleblowing policy and procedures at the academy. If staff or volunteers do not feel able to raise an issue in accordance with this policy and procedures, then they should contact the designated officer at the Local Authority.

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances. When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, staff should consider the risks carefully recognising the additional vulnerability of these groups. Consideration should be given in relation to making reasonable adjustments pursuant to the Equality Act 2010 and the requirement not to discriminate under the Public Sector Equality Duty.

By planning positive and proactive behaviour support, through individual plans for more vulnerable children, and agreeing them with parents and carers, the occurrence of challenging behaviours can be reduced and thus the need to use reasonable force.

Staff should review the Trust's positive handling policy and the academy's risk assessment and processes in relation to positive handling.

Safer Recruitment

The Trust and the academy have a duty to prevent people who pose a risk of harm from working with children or young people. Consequently, the Trust and academy check staff and volunteers who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised. The Trust has a safer recruitment policy and procedures and the academy has appropriate induction procedures. For further details, please see these policies. Staff are also referred to the Trust's Disclosure Statement.

Signs and Indicators of the Categories of Abuse

Detailed below are the categories of abuse that staff must be aware of and know how to identify.

Physical abuse

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

Indicators include

A pattern of the following injuries:
- Unexplained bruises
- Cuts and scratch marks
- Cigarette burns
- Broken bones
- Scalds
- Bites

Any injury which the child, parent or carer
- Tries to hide
- Avoids treatment
- Gives several different explanations
- Gives an unlikely explanation

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child or young person such as to cause severe and persistent adverse effects on the emotional development of the child or young person. It may involve conveying to the child or young person that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed. These may include interactions that are beyond developmental capability, as well as overprotection and limitation of exploration and learning or preventing the child/ young person participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying causing children or young people frequently to feel frightened or in danger or the exploitation or corruption of children/ young people. Some level of emotional abuse is involved in all types of maltreatment of a child/ young person, though it may occur alone.

Indicators include
- Is not growing or putting on weight
- Is timid or withdrawn
- Is over-demanding of attention
- Has violent mood swings
- Relates poorly to others

Sexual Abuse, Behaviour, Harassment and Violence

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at or in the production of, pornographic material or watching sexual activities or encouraging children to behalf in sexually inappropriate ways. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual behaviour, harassment and violence, as defined by KCSIE, are elements of sexual abuse. The sexual abuse

of children by other children is a specific safeguarding issue in education and also referred to as peer on peer abuse.

Sexual abuse, behaviour, harassment and violence is not acceptable and will not be tolerated in school or at all. Where reported in the context of peer on peer abuse, it must not be tolerated in any form. The academy seeks to minimise the risk of peer on peer abuse through the application of its Behaviour Management and Anti-bullying policies, training for staff and education for pupils. All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse.

It must be remembered that a criminal offence may have been committed by the perpetrator who is known to the victim. **Upskirting** is also a criminal offence and is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim. This is a criminal offence and should be reported to the police under the Voyeurism (Offences) Act.

For staff, identifying inappropriate sexual behaviour can be a complex task.

Indicators include:
- Unexplained bruising or repeated instances of bruising. Is sore or bleeding in the genital or anal area.
- Is reluctant to undress.
- Is reluctant to go to the toilet.
- Frequently complains of abdominal pains.
- Says that someone has done something bad to them but that it is a secret.
- Regularly soils her/himself.
- Is withdrawn or has mood swings.
- Suffers night terrors or sleep disturbance.
- Avoids physical contact.
- Is overly compliant with the requests of others.
- Possesses money or gifts which cannot be accounted for.
- Is pregnant.
- A significant age difference between children involved in sexual behaviour. An adolescent who seems interested in younger children may give cause for concern.
- Sexual behaviour involving bribery, threats or force. Children or young people without the intellectual or physical resources to resist abuse are particularly vulnerable.
- A level of sexual knowledge inconsistent with what would normally be expected for someone of that age.
- Sexually intrusive/aggressive behaviour.
- Unwillingness to come to school.
- Complaining about missing possessions.
- Easily distressed and frightened.
- Odd drawings and sexually explicit language.
- Damaged or incomplete work.

Additional indicators of peer on peer abuse include:
- Physical abuse such as biting, kicking and hitting.
- Sexually harmful behaviour such as sexual violence, harassment (see KCSIE definitions), assault and touching which can occur between two children of any age and sex. Some groups are more at risk: girls, children with special educational needs and disabilities and LGBT children. See the government guidance on sexual harassment (May 2018).

- Sexually harmful language or abuse such as inappropriate sexual language or sexting will not be tolerated or considered as "banter", "just having a laugh" or "part of growing up". It can occur online or offline and some groups are more at risk: girls, children with special educational needs and disabilities and LGBT children.
- Bullying such as physical, verbal (including gender based) and cyber bullying.
- Initiation/hazing type violence and rituals.

The initial response to a report of sexual abuse (including peer on peer sexual abuse) is important. Reports of sexual abuse are likely to be complex and require difficult professional decisions to be made and thus it is vital that the Academy's procedures as detailed in Appendix 2 are followed.

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. They should be supported and listened to without judgment. They should be supported to return to school with the necessary risk assessment and pastoral support plan in place, which should be discussed where appropriate with parents and reviewed regularly.

When there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment and advise on the initial response. The assessment will consider:
- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children (and, if appropriate, adult learners and staff) at the academy, especially any actions that are appropriate to protect them;

Risk assessments are recorded and be kept under review. The DSL will ensure that the Academy is engaging with children's social care and specialist services who may need to undertake additional professional risk assessments. The advice of the professional should be followed including informing the alleged perpetrator of the allegations. Where a crime has been committed it will be reported to the police in parallel to a referral to social care. Thereafter, police guidance on the disclosure of information will be followed together with steps to be taken to protect the victim and other pupils to ensure that children are protected and any police investigation or criminal prosecution is not compromised.

Important considerations for the Academy will include:
- The wishes of the victim in terms of how they want to proceed; however, if we believe that a crime has been committed or the MASH team need to be notified in order to safeguard the victim we may have to act in any event. The victim must be advised on the next steps and supported.
- Dialogue with the victim should be kept open and encouraged to obtain the full picture. The victim should be able to choose his/her trusted adult.
- The nature of the alleged incident(s) and whether a crime may have been committed.
- The ages of the pupils involved, their maturity, any power imbalance if it is peer to peer abuse.
- If the alleged incident is a one-off or a sustained pattern of abuse;
- Are there ongoing risks to the victim, other pupils or staff.
- The response must be proportionate to the incident and support tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape.
- In the case of peer to peer abuse, the support for the alleged perpetrator.
- In cases of rape alleged, the alleged perpetrator should be removed from any classes they share with the victim and consideration should be given on how best to keep the victim and alleged perpetrator a reasonable distance apart in school or on transport to and from school. These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

- For other reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and considerations regarding shared classes and other areas in school should be considered immediately.
- A victim of sexual violence is likely to be traumatised and, in some cases, may struggle in a normal classroom environment. While schools and colleges should avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups, there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. This should be because the victim wants to, not because it makes it easier to manage the situation. If required, schools and colleges should provide a physical space for victims to withdraw.
- Schools may need to support victims for a long time and schools should do everything reasonable to protect the victim from bullying and harassment as a result of the disclosure.

However ultimately of paramount concern is the welfare of a victim. Although considering the wishes of the victim is important, it is not wise to promise confidentiality as it is likely that the information will have to be shared with the appropriate professionals. Each reported allegation must be considered on a case by case basis and the Academy will determine whether:
- The allegation can be managed internally where it may be a one-off incident and the children or young people concerned are not in need of early help or statutory intervention and it would be appropriate to handle the case internally in all the circumstances.
- The allegation does not require statutory intervention but the children or young people would benefit from early help.
- The case needs to be referred to Children's Social Care where the child or young person has been harmed or is at risk of harm.
- The case needs to be reported to the Police. As a part of any criminal process, consideration should be given to how the victim will be supported where the perpetrator is given bail and/or there are delays in the criminal process.

Whichever course of action is pursued it is vital that the victim is supported at all times.

Consideration should be given to whether children and young people are at risk of abuse or exploitation in situations outside their families. Extra-familial harms can lead to children and young people being vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Neglect
Neglect is the persistent failure to meet a child/ young person's basic physical and/or psychological needs, likely to result in the serious impairment of the child/ young person'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/ young person from physical and emotional harm or danger, ensure adequate supervision (including the use of inadequate care-givers) and ensure access to appropriate medical care or treatment. It may also include neglect of or unresponsiveness to a child's basic emotional needs.
Indicators include
- Are regularly hungry – they may steal food from other children
- Are always dirty
- Wear inappropriate clothing – e.g. summer clothes in winter
- Have parents who fail to make or keep medical appointments
- Are pale, listless and underweight
- Are unsupervised in the family home for long periods or at inappropriate times
- Are expected to "parent" younger siblings

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare and can result in neglect and thus harm. The DSL will be aware of referral routes in to the Local Housing Authority so that concerns can be raised at the earliest opportunity. This will be undertaken in parallel to a referral to social care.

Prevent Strategy

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

Protecting children and young people from the risk of radicalisation should be seen as part of the academies' wider safeguarding duties, and is similar in nature to protecting children/ young people from other forms of harm and abuse. The Prevent Strategy requires staff and volunteers to take action when they observe behaviour of concern and to report all concerns to the DSL.

As with managing other safeguarding risks, staff should be alert to changes in behaviour which could indicate that they may be in need of help or protection. Academy staff should use their professional judgement in identifying children/ young people who might be at risk of radicalisation and act proportionately.

In terms of the legal requirements of the Prevent Duty:
- Risk assessment – the academy has trained staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Any concerns following such assessment will be acted upon.
- Working in Partnership – The academy ensures that its safeguarding arrangements take into account the policies and procedures of existing partnerships such as LSCP. The academy works closely with other agencies to ensure safeguarding is paramount.
- Staff training – The Headteacher, DSL and DDSL have undertaken the appropriate Prevent training which reflects the context of the local area and the designation of the academy. All other staff have received the necessary Prevent awareness training. The training programme at the academy and within the Trust ensures that all staff receive regular updates.
- Internet Safety – The academy ensures that children and young people are safe from terrorist and extremist material when accessing the internet in academies. Internet use in lessons is planned in advance and monitored, so that children and young people cannot access inappropriate material, including websites promoting extremist views. The filtering is appropriately set and regularly reviewed. A programme of online safety takes place including work with children and families both in and out of academy hours. Further advice is available on the academy website.

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from 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.

Anyone with a concern can contact Local Authority Prevent Lead Peter Sibley 020 8313-4638 prevent@bromley.gcsx.gov.uk

Anyone with a concern can also contact Bromley Police Station and ask for the 'Prevent Engagement Officer or contact the following directly:

sam.costello@met.pnn.police.uk (SO15 Counter Terrorism Intelligence Officer - Bromley & Lewisham)

Robert.P.Affleck@met.police.uk (PC 1402CT Robert Affleck - Prevent Engagement Officer)

Other potential forms of abuse

Children Subject to Domestic Violence

Domestic violence is defined by the Home Office as: 'Any incident of pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been, intimate partners or family members, regardless of gender or sexuality'. The main characteristic of domestic violence is that the behaviour is intentional and is calculated to exercise power and control within a relationship. Domestic violence usually has a negative impact on a child or young person. Children who witness domestic violence can experience long lasting emotional and psychological issues.

Where incidents of domestic violence are reported to the academy, the DSL should be informed immediately to ensure that the student is safe (5.11 of the London Child Protection Procedures and the supplementary document Safeguarding Children Abused Through Domestic Violence (London Board, 2007).

Operation Encompass is a police and education early information sharing partnership enabling schools to offer immediate support for children and young people experiencing domestic abuse. Information is shared by the police with the academy's DSL prior to the start of the next school day after officers have attended a domestic abuse incident thus enabling appropriate support to be given, dependent upon the needs and wishes of the child. Children experiencing domestic abuse are negatively impacted by this exposure. Operation Encompass aims to mitigate this harm by enabling immediate support.

Children Missing from Education

All staff should be aware that when a child or young person is absent or missing from school, they could be at risk of significant harm through neglect, physical or sexual abuse, or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Concerns should be reported to the safeguarding team. The DSL should be informed immediately if the academy is informed by a parent that their child is missing; referrals will be made to the Police, Education Welfare Officer and Social Services, as appropriate (Section 6 of the London Safeguarding Procedures and, Safeguarding Children Missing from Education (London Board, 2006).

Early intervention would be beneficial in order to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

In addition, the academy will monitor attendance and take action where a pupil fails to attend school or attendance is poor in accordance with its attendance policy. In order to safeguard pupils at least two emergency contact for the pupil should be maintained.

Forced Marriage

A 'forced' marriage' is a marriage conducted without the valid consent of both parties and where duress is a factor. Duress cannot be justified on religious or cultural grounds. Any information received by a member of staff or volunteer must be reported to the DSL.

Honour Based Violence

Honour based violence is the term used to describe incidences 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. These are incidences in which predominantly women are injured or killed for perceived immoral behaviour, which is deemed to have breached the honour code of a family or community, causing shame. Any information relating such incidents should be reported to the DSL immediately for further action.

Child sexual exploitation (CSE)

It is defined in the DfE 2017 guidance as a form of child sexual abuse, where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

This form of abuse involves exploitative situations, contexts and relationships where children or young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber-bullying and grooming. However, it also important to recognise that some children and young people, who are being sexually exploited, do not exhibit any external signs of this abuse.

Child sexual exploitation can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact and non-contact sexual activity and may occur without the child or young person's immediate knowledge.

Children rarely self-report child sexual exploitation so it is important that practitioners are aware of potential indicators of risk, including:

- Acquisition of money, clothes, mobile phones etc without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Being under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being
- The child exhibits self-assurance, maturity and self-confidence beyond their age;
- The child has a rehearsed story that seems very similar to previous cases of trafficked children that staff have heard in other incidents, training programmes or read about from materials produced by charities;

- Signs of physical or sexual abuse are present;
- The child's educational record contains missing links or unexplained moves;
- The child appears malnourished or has an eating disorder;
- The child is not registered with a GP;
- The child displays signs of misusing alcohol or drugs;
- The child displays signs of self-harm;
- The child does not appear to have good relationships with the adults they live with;
- The child seems to have limited freedom of movement in society;
- The child appears tired, disengaged, excessively frightened or sexually promiscuous;
- The child dresses inappropriately for their age;
- The child is regularly picked up from school by an adult without parental responsibility, and who is much older than themselves;
- The child is displaying signs that they may have been brought into the country illegally for the purposes of adoption.
- Children who have older boyfriends or girlfriends.
- Children who suffer from sexually transmitted infections or become pregnant.

Fabricated or Induced illness

A parent or carer fabricates or induces the illness of the child or young person or fabricates SEN which is or may result in harm to the child or impacts on the welfare of the child. This can take the form of:
- Regular days off school as a result of a non-substantiated illness.
- Unusual and/or unprescribed medication.
- Fabricated or unaccountable reasons for absence.

Child criminal exploitation

As with Child Sexual Exploitation, criminal exploitation of children and young people occurs where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child or young person into criminal activity. The power imbalance is due to a range of factors including age, gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. The abuse may be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator and/or through violence or the threat of violence.

The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual. It does not always involve physical contact; it can also occur through the use of technology. Child criminal exploitation can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators:
- Children who appear with unexplained gifts or new possessions.
- Children who associate with other young people involved in exploitation.
- Children who suffer from changes in emotional well-being.
- Children who misuse drugs and alcohol.
- Children who go missing for periods of time or regularly come home late.
- Children who regularly miss school or education or do not take part in education.

County Lines - Criminal exploitation of children and young people is a widespread form of harm and can involve the grooming and exploitation of children and young people to carry drugs and money across geographical areas.

Offenders will often use coercion, intimidation, violence and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes.

Consequently, children missing from education or from home for periods of time could be an identifier of this type of harm. In such case, consideration must be given to a referral to the National Referral Mechanism together with a safeguarding referral.

Serious Violence
Indicators that children are at risk of being involved or are involved in serious violent crime include:
- Increased absence from school.
- Changes in friendship groups or relationships with older individuals or groups.
- A significant decline in academic performance.
- Self-harm or a significant change in wellbeing.
- Signs of assault or unexplained injuries.
- Unexplained gifts or new possessions indicate that children have been approached by or are involved with individuals associated with criminal networks or gangs.

Early Help
Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:
- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.
- Having a parent/carer in custody.

Initially staff should discuss early help requirements with the DSL. If appropriate, the DSL will support the member of staff in liaising with other agencies and setting up an inter-agency assessment. The child should be kept under constant review and consideration should be given to a referral to children's social care if the child's situation doesn't appear to be improving.

Detailed information on early help and statutory assessment can be found in Chapter 1 of Working together to safeguard children.

Children and their families who receive early help are less likely to develop difficulties that require intervention through a statutory assessment. At Parish Church of England Primary School, a Common Assessment Form (CAF) *may* be completed with the agreement of the family so that the school and other services can work with them to identify what help the child and their family might need to reduce an escalation of need.

An initial referral may also be made to the local authority's Inclusion Support Advisory Team (ISAT) to initiate advisory support for a pupil at SEND Support stage, under the Universal and Targeted levels of funding (Band 1), who *may* require additionally funded support in the future. The Inclusion Support Advisory Team (ISAT) team will work with other allied professionals and agencies to information gather and triage support when possible, including:

Education, Care and Health Services
- Admissions Officers
- Educational Welfare Officers
- SEND Case Officers
- Social Care
- Inclusion Officer
- Educational Psychologists
- Youth Offending Service
- Virtual School
- CAF Team

External agencies:
- Bromley Children Project
- Bromley Wellbeing
- Bromley Wellcare
- Side by Side Parenting Course

Our Family Worker may also support the family. The Family Worker should clarify the nature of any concerns and desired support including how and why they have arisen. The family must be informed of any action to be taken along the way.

Completing a Common Assessment Form (CAF)
Children, young people and families experience a range of needs at different times in their lives. The common assessment framework is a way of working out what extra support a child may need and how best to provide it. At the conclusion of the assessment if the outcome is for access or referral to other services, a plan will be produced which is typically reviewed on a six weekly cycle.

Completing a common assessment form should:
- Enable the professional to identify the child's needs;
- Potentially provide a structure for systematic gathering and recording of information;
- Record evidence of concerns and a base line for measuring progress in addressing them;
- Potentially provide a framework for referral, assessment or access to other services.

Where the plan involves other agencies, a multi-agency meeting (often referred to as a 'Team around the Child' or 'TAC' meeting) may be required to co-ordinate these actions. These meetings are often led by the Family Worker or other 'appropriate colleague' at the school.

Other Considerations
Children are sometime required to give evidence in criminal and civil courts which can be stressful for them. Where staff are made aware of such instances, the DSL should be advised so that additional pastoral support can be put in place and the Government guidance followed as detailed in the Children and Court System section of the Keeping Children Safe in Education.

Children Looked After (CLA) and previously Looked After Children
The Headteacher will inform staff of a child's care status and determine the extent to which information is shared with other members of staff. The academy will:

- maintain a register of children in public care and ensure all relevant education and care information is available and it is kept up to date.
- ensure that all staff are aware of the difficulties and educational disadvantage faced by children in public care and understand the need for high expectations and positive systems of support to overcome them.
- act as an advocate for children in public care.
- hold a supervisory brief and monitor the educational progress of all children who are in public care.
- supervise the smooth induction of a new child in public care into the academy.
- act as a named person for the child.
- promote the involvement of these children in extra-curricular activities and intervene if there is evidence of individual underachievement, absence from academy etc.
- ensure that each child or young person has a Personal Education Plan (PEP) and that school -based access to services and support is in place.
- liaise with any appropriate external agencies, those with parental responsibility and ensure there is a speedy transfer of information and report on the progress of all children and young people in public care to Looked after Children Services.
- ensure that appropriate staff develop knowledge of the Social Care Department and Education procedures by attending training events organised by the Local Authority and other providers and then cascade training to staff as appropriate.
- Monitor students' achievement and progress within the academy.
- On admission, records will be requested from the previous academy, where appropriate and a meeting held to inform the PEP.
- Consult and involve the child or young person in decisions about themselves according to their age and understanding.
- Be aware of previously looked after children as they remain potentially vulnerable and thus the above may also be relevant to them.

Mental Health

Mental health problems of children and young people can, in some cases, be an indicator that they have suffered or are at risk of suffering abuse, neglect or exploitation. Pupils whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one should be identified and monitored and the concern reported in the usual was to the safeguarding team.

Where children and young people have suffered abuse and neglect, or other adverse childhood experiences, this can have a lasting impact their mental health, behaviour and education. Concerns regarding a pupil's mental health should also be reported in the usual way so that immediate action can be taken.

Online Safety

The Trust and the academy are aware of the importance of providing safe and secure technology to all pupils, whether in school or accessing teaching and learning remotely. As teaching and learning is increasingly undertaken on the internet and digitalised, the Trust and the academy are vigilant regarding the potential harm of inappropriate online material. Consequently, appropriate filters and monitoring systems are in place.

Appendix 2

Procedures to be followed on disclosure
Where a member of staff:
- Has a suspicion that a child or young person is being harmed or at risk of harm.
- Notes behaviours or actions in a child or young person which give rise to suspicions that the pupil may have suffered abuse.
- Receives hints or a disclosure of any type of abuse from a child or young person or from one of his/her friends.

The member of staff has a duty to report his or her concerns as soon as possible to the DSL, or, in his or her absence, to the DDSL or Headteacher as appropriate. Where the Headteacher or DSL does not act on the member of staff's concern, the Trust's Whistleblowing Policy can be implemented or the member of staff can contact the NSPCC for advice on 0800 028 0285 between 8am and 8pm or emailing help@nspcc.org.uk.

Academy Procedure
The member of staff has a duty to report his or her concerns as soon as possible to the DSL, or, in his or her absence, to the DDSL or Headteacher as appropriate and to log the concerns using the school's online safeguard system.

It is important that colleagues do not investigate or follow up suspicions of child abuse themselves, for instance by speaking with and/or questioning pupils or parents.

It is the responsibility of the designated safeguarding lead and the safeguarding team to make an informed decision as to whether to refer the case to social services. This may be immediately following the expression of concern or after discussion with the pupil, his/her parents or carers, the member of staff, other staff, and other agencies as appropriate. It is an essential requirement for all colleagues to record any conversation or contact that might be useful as evidence using online safeguard system.

What to do if a pupil makes a disclosure:
1. It is not your responsibility to investigate further, but it is your responsibility to report your concerns. Prompt action is paramount.
2. Listen to what the child is telling you, do not probe or ask leading questions. Reassure the child calmly and gently that they have done the right thing in telling. Tell the child what will happen next i.e. that the people who can help the child will be informed.
3. Immediately, approach a safeguarding lead to discuss you concerns. They will follow the school's Child Protection Policy. Do not discuss this with anyone else other than the safeguarding lead.
4. Record what the child has told you straight away whilst it is fresh in your mind. The actual words spoken by the child should be used as much as possible. Specific facts relating to named people, dates, places, etc. should be recorded accurately.
5. Use the online safeguard system
6. Any concerns relating to a colleague should be reported directly to the Headteacher immediately (See Safeguarding Policy).

Where possible, and in most cases, verbal feedback or feedback via online safeguard system will be given to the colleague who raised the concern though in some cases a referral must remain confidential.

Procedure to be followed when making a referral
In the first instance, one of the DSLs will be allocated to the case. It is responsibility of the allocated DSL to liaise with the LCSP through which any referral will be made.

If you think that a child or young person under the age of 18 years old, who lives in the borough, is being abused or neglected, contact the MASH Team using the contact details below. Outside of office hours and at weekends and public holidays contact the 'out of hours contact' service on 030 0303 8671. If you are seriously concerned about a child's immediate safety, dial 999.

Not all concerns raised about a child will automatically lead to a child protection investigation. Less serious concerns may lead to a more general assessment of need and the provision of services or the offer of advice and information.

Multi-Agency Safeguarding Hub (MASH)
Telephone: 020 8461 7373 / 7379 / 7026
Address: Civic Centre, Stockwell Close, Bromley, BR1 3UH
mash@bromley.gov.uk
Out of Hours Duty Service: 030 0303 8671

- An 'enquiry' will initially be made by telephone to MASH to discuss the case. Advice may be given at this point by MASH. If the team believe there to be a risk of significant harm, the school may be directed to act immediately.
- On the direction of MASH, a written referral will be made to the team. Some situations that are potentially harmful to a child may be dealt with by offering support to the child and family. If there is an allocated social worker already involved with the family the referral will be passed straight to them and their manager for review and consideration.
- All correspondence with MASH will be logged on Safeguard and will be followed up with a secure email to MASH.

Record Keeping
It is important to note that all safeguarding information is stored separately to pupils' educational records and is only accessible by the designated safeguarding officers. Such safeguarding information is stored in a locked cabinet in a secure location within the school or online.

All safeguarding concerns should be detailed using the online safeguard system. On occasion notes may need to be taken verbatim e.g. during a disclosure, that are in addition to the Safeguarding Concerns Form**.** Such papers, notes, minutes or marks should be passed to the DSL to scan and add to the online portal. All information relating to the safeguarding of children is highly confidential.

Confidentiality
All personal information held on children or their family must be treated as confidential. Personal information is given in confidence to colleagues and if we are to retain the trust of children and young people it is essential that it is managed properly and responsibly.

The major risks associated with maintaining confidentiality are:
- unauthorised access.
- inappropriate disclosure.
- inappropriate use or manipulation.

In order to guard against these risks it is important that all colleagues only have access to the information they need in order to do their job. This means that not everyone in school will know everything about a child with whom they are in contact e.g. Head Teacher and/or Designated/Deputy Safeguarding Lead will know that a child's name is on the Child Protection Register and the reasons why, as well as details of the child's experiences of abuse; the class teacher may know that the child's name is on the Register, but not the details of why; the classroom assistant may not need to know about the Registration.

It is important that colleagues do not seek access to information they do not need to do their job effectively and safely and that those with information do not inadvertently or carelessly disclose it to people who do not need access to it.

In order to protect confidentiality colleagues should ensure that:
- records for which they are responsible are only accessed by others on a 'need to know' basis.
- records are kept secure when not in use.
- electronic records are subject to the same security considerations as paper records and password protection is used.
- when discussing children/young people, the conversations taken place in suitable circumstances to ensure they are not overheard by people who do not need access to the information.
- they report to the designated person any incidents that may mean confidential information may have been inappropriately accessed or disclosed.

Everybody at school has a responsibility to ensure that records are kept secure and confidentiality is maintained.

Action Following a Child Protection Referral
The outcome of a MASH Enquiry will be:
- That the child appears to be a Child in Need and there are concerns about the child's health and development which justify a Social Work Assessment but there are no present concerns about Significant Harm; or
- That the child appears to be a Child in Need and there are concerns about actual or potential Significant Harm that require a Strategy Discussion, which may lead to a Child Protection Investigation; and/or
- That emergency protective action should be taken to safeguard the child or children (this will usually be determined by an immediate Strategy Discussion); or
- That a referral to Early Intervention/another agency is made and/or the provision of advice and information is acted on; or
- That no further action is required.

Feedback on the outcome of a MASH enquiry/referral will be provided to the school in writing, including where no further action is to be taken. This should be received shortly after the final outcome decision has been made.

If a referral leads to a Child Protection investigation the school will be informed of this by MASH. An allocated social worker should then make contact with the school directly within 1 working day.

If a referral leads to a decision that a Social Work assessment should be completed the school will be informed of this by MASH. The allocated social worker should then make contact with the school directly within 3 working days.

When contact with the allocated social worker has been established a safeguarding chronology will maintain a record of actions taken by the school in relation to the safeguarding of the child. The school will support the allocated social worker and other professionals and act in the interests of the child.

If the school has not received any feedback on an enquiry/referral or the school feels it is not being managed in a timely manner, contact with MASH will be made by a designated lead.

In the event that the school does not agree with the response and decisions about a referral to MASH, the concerns will be discussed directly with the MASH Team Manager in the first instance to seek resolution.

All correspondence will be logged on Safeguard

- **Support available if a child has been harmed, is in immediate danger or at risk of harm**
  If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral will be made to children's social care. Within one working day, a social worker will respond to the referrer to explain the action that will be taken.

- **Support available if early help, section 17 and/or section 47 statutory assessments are appropriate**
  If early help, section 17 and/or section 47 statutory assessments (assessments under the Children Act 1989) are appropriate, school staff may be required to support external agencies. The DSL and deputies will support staff as required.

- **Support available if a crime may have been committed**
  Rape, assault by penetration and sexual assault are crimes. Where a report includes such an act, the police will be notified, often as a natural progression of making a referral to children's social care. The DSL will be aware of the local process for referrals to both children's social care and the police. Whilst the age of criminal responsibility is 10 years of age, if the alleged perpetrator is under 10, the principle of referring to the police remains. In these cases, the police will take a welfare approach rather than a criminal justice approach. The school has a close relationship with the local police force and the DSL will liaise closely with the local police presence.

- **Support available if reports include online behaviour**
  Online concerns can be especially complicated. The school recognises that there is potential for an online incident to extend further than the local community and for a victim, or the alleged perpetrator, to become marginalised and excluded both online and offline. There is also strong potential for repeat victimisation if the content continues to exist. If the incident involves sexual images or videos held online, the Internet Watch Foundation will be consulted to have the material removed. Staff will not view or forward illegal images of a child. If they are made aware of such an image, they will contact the DSL.

Local Safeguarding Children's Board Procedure
The DSL and DDSL trained in and conversant with the LSCP's procedures further details of which are found at http://www.bromleysafeguarding.org/

Monitoring of disclosures and referral
All children for whom a referral has been made including those in response to disclosures they have made are monitored by the safeguarding team.
All children affected by safeguarding procedures as outlined in the Safeguarding Policy and the Child Protection Policy are recorded on the online safeguard system.
This record forms the basis of the Safeguarding professionals meeting that takes place every two weeks with the safeguarding Leads and other professionals within the school with safeguarding responsibilities.
Where disclosures are made, including those related to sexual abuse and harassment and peer to peer abuse, victims have access to the Listening Ear and the school counsellor. All allegations are logged and annual training is provided to staff. Support from external agencies is used when further assistance is needed.

Procedures for dealing with Sexual Abuse and Harassment and Peer on Peer Abuse

Peer-on-peer abuse is most likely to include, but may not be limited to:
- Bullying (including cyber-bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Sexual violence and sexual harassment
- Upskirting
- Sexting (also known as youth produced sexual imagery)
- Initiation/hazing type violence and rituals

At Parish CE Primary School we will
- Make it clear that sexual violence and sexual harassment are never acceptable and will never be tolerated – it is not an inevitable part of growing up.
    - Sexual violence includes: rape, assault by penetration, sexual assault.
    - Sexual harassment includes: sexual comments, sexual "jokes" and taunting, physical behaviour, such as deliberately brushing against another pupil, online sexual harassment, including non-consensual sharing of images and videos and sharing sexual images and videos [often known as sexting], inappropriate comments on social media, exploitation, coercion and threats.
- Not dismiss or tolerate sexual violence or harassment as "banter" or "part of growing up".
- Challenge behaviour such as grabbing bottoms, breasts and genitalia. Tolerating such behaviours risks normalising them – they are potentially criminal acts.
- Understand that sexual violence and sexual harassment can be driven by wider societal factors, such as everyday sexist stereotypes and language.
- Recognise that both staff and pupils can be victims of sexual violence and sexual harassment.

Staff Training

All staff will be provided with appropriate and regularly updated staff training in order to know how to identify peer-on-peer abuse early to prevent it from escalating. This will include safeguarding training that enables them to understand:
- How to identify the indicators of abuse
- What to do if they have a concern about a child
- How to respond to a report of abuse
- How to offer support to children
- Where to go if they need support

Managing disclosures

Victims should always be taken seriously, reassured, supported and kept safe. Victims should never be made to feel like they are causing a problem or made to feel ashamed.

If a friend of a victim makes a report or a member of staff overhears a conversation, staff should take action in accordance with the child protection policy – they should never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff should consider why the victim has not chosen to make a report themselves, and the discussion should be handled sensitively and with the help of children's social care where necessary. If all cases, staff should speak to the DSL/DDSL.

Where an alleged incident took place away from the school or online but involved pupils from the school, the school's duty to safeguard their pupils remains the same. Appropriate information sharing and effective multi-agency working will be especially important in these situations.

During a disclosure all staff will:
- Never promising confidentiality at the initial stage. (Schools should only engage staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school cannot make this promise. Even without the victim's consent, the information may still be lawfully shared if it protects children from harm
- Only share the report with those necessary for its progression.
- Explaining to the victim what the next steps will be and who the report will be passed to
- Recognise that the person the child chose to disclose the information to is in a position of trust.
- Be clear about boundaries and how the report will be progressed.
- Not ask leading questions and only prompting the child with open questions.
- Wait until the end of the disclosure to immediately write a thorough summary. If notes must be taken during the disclosure, it is important to still remain engaged and not appear distracted.
- Only record he facts as the child presents them – not the opinions of the note taker.
- Where the report includes an online element, be aware of searching, screening and confiscation advice and UKCCIS sexting advice.
- Wherever possible, manage disclosures with two staff members present (preferably with the DSL or a DDSL as one of the staff members).
- Inform the DSL or deputy as soon as possible after the disclosure, if they could not be involved in the disclosure.

The DSL should consider the following:
- Parents should be informed unless it will place the victim at greater risk.
- If a child is at risk of harm, is in immediate danger or has been harmed, a referral should be made to children's social care.
- Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes should be passed to the police.

The DSL will weigh the victim's wishes against their duty to protect the victim and others. If a referral is made against the victim's wishes, it should be done so extremely carefully and the reasons for referral should be explained to the victim. Appropriate specialist support should always be offered.

The DSL or DDSL will make an immediate risk and needs assessment any time there is a report of sexual violence. For reports of sexual harassment, a risk assessment should be considered on a case-by-case basis. Risk assessments are not intended to replace the detailed assessments of experts, and for incidents of sexual violence it is likely that a professional risk assessment by a social worker or sexual violence specialist will be required.

Risk assessments should consider:
- The victim.
- The alleged perpetrator.
- Other children at the school, especially any actions that are appropriate to protect them.
- They should be recorded on Safeguard and kept under review.

Actions following a disclosure
The DSL or a deputy should decide the school's initial response, taking into consideration:
- The victim's wishes.
- The nature of the incident.
- The ages and developmental stages of the children involved.
- Any power imbalance between the children.
- Whether the incident is a one-off or part of a pattern.
- Any ongoing risks.

- Any related issues and the wider context, such as whether there are wider environmental factors in a child's life that threaten their safety and/or welfare.
- The best interests of the child.
- That sexual violence and sexual harassment are always unacceptable and will not be tolerated.

Immediate consideration should be given as to how to support the victim, alleged perpetrator and any other children involved.

For reports of rape and assault by penetration, whilst the school establishes the facts, the alleged perpetrator should be removed from any classes shared with the victim and procedures will be put in place to keep the victim and alleged perpetrator apart on school premises. These actions should not be seen as a judgement of guilt on the alleged perpetrator.

For reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and the suitability of shared classes and premises should be considered immediately.

In all cases, the initial report should be carefully evaluated and the wishes of the victim, nature of the allegations and requirement to protect all children should be taken into consideration.

Managing the report
The decision of when to inform the alleged perpetrator of a report should be made on a case- by-case basis. If a report is being referred to children's social care or the police, the school should speak to the relevant agency to discuss informing the alleged perpetrator.

There are four likely outcomes when managing reports of sexual violence or sexual harassment:
1. Managing internally
   - In some cases, e.g. one-off incidents, the school may decide to handle the incident internally, through their behaviour and bullying policies and by providing pastoral support.
2. Early help
   - The school may decide that statutory interventions are not required, but the children may benefit from early help – providing support as soon as a problem emerges. This approach can be particularly useful in addressing non-violent harmful sexual behaviour and may prevent escalation of sexual violence.
3. Referral to children's social care
   - If a child has been harmed, is at risk of harm or is in immediate danger, the school will make a referral to children's social care. Parents should be informed unless there is a compelling reason not to do so (if referral will place the victim at risk). This decision should be made in consultation with children's social care.
   - The school will not wait for the outcome (or even the start) of an investigation before protecting the victim and other children. The DSL should work closely with children's social care to ensure that the school's actions do not jeopardise any investigation. Any related risk assessment should be used to inform all decisions.
   - If children's social care decides that a statutory investigation is not appropriate, the school will consider referring the incident again if they believe the child to be in immediate danger or at risk of harm. If the school agrees with the decision made by children's social care, they will consider the use of other support mechanisms such as early help, pastoral support and specialist support.
4. Reporting to the police
   - Reports of rape, assault by penetration or sexual assault should be passed on to the police. Generally, this will be in parallel with referral to children's social care. The DSL and deputies should follow the local process for referral.

- Parents should be informed unless there is a compelling reason not to do so. Where parents are not informed, it is essential for the school to support the child with any decision they take, in unison with children's social care and any appropriate specialist agencies.
- The school should consult their policy and agree what information should be disclosed to staff and others, in particular the alleged perpetrator and their parents. They should also discuss the best way to protect the victim and their anonymity.
- The DSL should be aware of local arrangements and specialist units that investigate child abuse.
- In some cases, it may become clear quickly that the police will not take further action, for whatever reason. In these circumstances, it is important that the school continues to engage with specialist support for the victim as required.

Whatever outcome is chosen, it should be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussion, decisions and reasons behind decisions should be recorded either on paper or electronically.

Ongoing support and safeguarding
The victim
Any decisions regarding safeguarding and supporting the victim should be made with the following considerations in mind:
- The terminology the school uses to describe the victim
- The age and developmental stage of the victim
- The needs and wishes of the victim
- Whether the victim wishes to continue in their normal routine
- The victim should not be made to feel ashamed about making a report
- What a proportionate response looks like

Victims may not disclose the whole picture immediately and they may be more comfortable talking about the incident on a piecemeal basis; therefore, it is essential that a dialogue is kept open and the victim can choose to appoint a designated trusted adult.

Victims may struggle in a normal classroom environment. Whilst it is important not to isolate the victim, the victim may wish to be withdrawn from lessons and activities at times. This should only happen when the victim wants it to, not because it makes it easier to manage the situation.

Victims may require support for a long period of time and the school should be prepared to offer long-term support in liaison with relevant agencies.

Everything possible should be done to prevent the victim from bullying and harassment as a result of any report they have made.

If the victim is unable to remain in the school, alternative provision or a move to another school should be considered – this should only be considered at the request of the victim and following discussion with their parents.

If the victim does move to another school, the DSL should inform the school of any ongoing support needs and transfer the child protection file.

It is important to remember that the level of support required for a one-off incident of sexualised name calling is likely to be entirely different to the level required following a report of rape.

The alleged perpetrator
When considering the support required for an alleged perpetrator, schools should take into account:
- The terminology they use to describe the alleged perpetrator or perpetrator.

- The balance of safeguarding the victim and providing the alleged perpetrator with education and support.
- The reasons why the alleged perpetrator may have abused the victim – and the support necessary.
- Their age and developmental stage.
- What a proportionate response looks like.
- Whether the behaviour is a symptom of their own abuse or exposure to abusive practices and/or materials.

When making a decision, advice should be taken from children's social care, specialist sexual violence services and the police as appropriate.

If the alleged perpetrator moves to another school (for any reason), the DSL should inform the destination school of any ongoing support needs and transfer the child protection file.

Sanctions
The school will make such decisions on a case-by-case basis, with the DSL taking a leading role. The school will take into consideration whether any action would prejudice an investigation and/or subsequent prosecution. The police and children's social care can help schools make such decisions.

The school will also consider whether circumstances make it unreasonable or irrational for the school to make a decision about what happened while an investigation is considering the same facts.

Disciplinary action and support can take place at the same time. The school will be clear whether action taken is disciplinary, supportive or both.

The victim and alleged perpetrator sharing classes
Once the DSL has decided to progress a report, they should again consider whether the victim and alleged perpetrator should be separated in classes, on school premises and on school transport – balancing the school's duty to educate against its duty to safeguard.

The best interests of the pupil should always come first.

- **Where there is a criminal investigation into rape, assault by penetration or sexual assault**, the alleged perpetrator should be removed from classes with the victim and potential contact on school premises should be prevented.
- **Where a criminal investigation into rape or assault by penetration leads to a conviction or caution**, in all but the most exceptional circumstances, this will constitute a serious breach of discipline and result in the view that allowing the perpetrator to remain in the school would harm the education or welfare of the victim and potentially other pupils.
- **Where a criminal investigation into sexual assault leads to a conviction or caution**, the school will consider suitable sanctions and permanent exclusion. If the perpetrator remains at the school, the school will keep the victim and perpetrator in separate classes and manage potential contact on school premises. The nature of the conviction or caution, alongside the wishes of the victim, should inform any discussions made.
- **Where a report of sexual assault does not lead to a police investigation**, this does not mean that the offence did not happen or that the victim has lied. Both the victim and alleged perpetrator will be affected, and appropriate support should be provided. Considerations regarding sharing classes and potential contact will be made on a case-by-case basis.

In all cases, the school will record their decisions and should be able to justify them. The needs and wishes of the victim should always be "at the heart of the process".

Working with parents and carers
In most sexual violence cases, the school will work with the parents of both the victim and alleged perpetrator. For cases of sexual harassment, this will depend on the decisions made on a case-by-case basis.

The school will meet the victim's parents with the victim present to discuss the arrangements being put in place to safeguard the victim, and to understand their wishes in terms of support arrangements and the progression of the report.

The school will also meet with the parents of the alleged perpetrator to discuss arrangements that will impact the alleged perpetrator, such as moving them out of classes with the victim. Reasons behind decisions should be explained and the support being made available should be discussed. The DSL or a deputy should attend such meetings, with agencies invited as necessary.

Safeguarding other children
Children who have witnessed sexual violence, especially rape and assault by penetration, should be provided with support.

It is likely that children will "take sides" following a report, and the school will do everything in its power to protect the victim, alleged perpetrator and witnesses from bullying and harassment.

The school should keep in mind that contact may be made between the victim and alleged perpetrator, and that harassment from friends of both parties could take place, via social media.

As part of a school's risk assessment following a report, the school will consider any additional support that can be put in place.

Effective preventative education can help to facilitate a supportive and respectful environment when reports are made. Policies, processes and preventative education should be kept under constant review and updated as necessary.

A preventative approach
In order to prevent sexual abuse and harassment and peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons and the involvement of the NSPCC Speak Out campaign.

The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:
- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- LGBTQ+ identities and relationships
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

Pupils will be allowed an open forum to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled.

Lone Working

'Lone working' refers to situations where staff, in the course of their duties, work alone either on or off the school premises and are physically isolated from colleagues, possibly without immediate access to assistance.

Due to the possibility of buildings creating isolated areas, it is possible for a staff member to be 'lone working' with other staff members in the building.

Procedures
- A record will be kept in the school office containing details of all staff members that undertake lone working, including the tasks they undertake, where they undertake them and when.
- During working hours, all loner workers leaving their workplace will leave written details with the school office of where they are going and their estimated time of arrival back at the school.
- If, in the course of a trip away from the school, a lone worker's plans change significantly, they will contact the school office to inform the school of changes to their schedule.
- All lone workers will carry a mobile phone and other personal safety equipment where necessary.
- Lone workers will avoid organising meetings where they will be alone with an individual or group. Where this is unavoidable, the lone worker will obtain prior approval from their line manager who will make any arrangements to ensure the staff member's safety.
- If a staff member is required to work alone with a child or vulnerable adult, they will follow the procedures outlines in the Child Protection and Safeguarding Policy.
- Lone workers will have access to adequate first aid facilities and mobile workers will carry a first aid kit suitable for treating minor injuries.
- Under no circumstances should a lone worker compromise their personal safety. If a lone worker feels in danger, they will remove themselves from the situation immediately.
- Where there is a genuine concern about the whereabouts or safety of a lone worker, the headteacher will use the information held on record to try and ascertain the whereabouts of the worker. If contact cannot be made, the headteacher will decide on the best course of action depending on the circumstances, which could include contacting the emergency services.
- Where a lone worker is required to work with pupils, physical intervention will only ever be used as a last resort and will be conducted in line with the Positive Handling Policy.
- If a lone worker is required to conduct one-to-one sessions with pupils, the following guidelines will be adhered to:
- A full and appropriate risk assessment will be undertaken prior to any sessions taking place.
- Full and ongoing training regarding child protection, physical restraint and the use of reasonable force will be provided to the worker.
- Meetings or sessions will never be held in remote or secluded areas.
- At least one other member of staff will be informed of when and where a one-to-one session is taking place.
- Doors will be kept open during sessions – where this is not possible, the worker will ensure both parties are visible through a window.
- When holding the session, the worker will talk to the pupil with a desk between them, or otherwise arrange the room or environment to avoid unnecessary physical contact.
- Both parties will sit near to the door during sessions.
- If a pupil becomes emotionally distressed or angry, the worker will seek assistance and a record will be kept of the incident.

Risk of violence
- Employees are required to lock themselves in the buildings when lone working.
- Employees must not arrange meetings with parents or members of the public when lone working. All meetings must be arranged during school occupancy times or when there is more than one member of staff on site for the duration of the meeting.
- Employees are required not to handle cash when lone working.

- Late meetings must finish promptly and not leave one employee alone on site.
- Employees are required not to approach, or let into the buildings, unauthorised persons when lone working.
- All employees are required to give 24 hours' notice to the line manager before lone working, either after hours or through holiday periods in circumstances where such lone working is not specifically required by the employee's contract of employment.
- Employees attending alarm activations will only attend either with police support or in pairs. An outside check of the premises must be carried out, to ascertain if entry has been gained, before entering the school. If there is sign of an entry, police support must be gained before entering the school.

Communication
- Employees are required to avoid lone working wherever possible by arranging to work in pairs or as a group.
- Employees are required to sign in and off the site at which they work.
- Employees are required to carry either a mobile phone or academy telephone at all times when lone working.
- Employees are required to let someone know they are coming into work, how long they are expected to be on site at which they work and when they are leaving the site.
- Employees are required to comply with all fire evacuation procedures.

The school undertakes a Safeguarding Audit for the local authority on an annual basis. The school undertakes a Safeguarding Audit for the trust on an annual basis. The school submits safeguarding data to the trust three times a year.

As a result of the Trust's statutory responsibility, the Trust will receive personal data, some of which will be sensitive personal data. The Trust processes personal data in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and the Data Protection Act 2018 (DPA). The Trust complies with the requirements of the data protection legislation as detailed in the Trust data protection Policy.

All staff are aware of the principles of data protection and will not processes personal data unless necessary. The Trust safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the Trust and the relevant academy has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.