



# Safeguarding / Child Protection Policy Appendices

**NB** - these appendices form part of the Safeguarding / Child Protection Policy and **must be read with it** but, for ease of reference, they have been put into this separate document. The appendices contain information in relation to the following:

- Abuse and Neglect
- Specific Safeguarding issues
- Roles & Responsibilities:
  - DSL
  - Directors
  - Headteacher
- Additional Advice and Support (resources and guidance)

References in the appendices to '*the Policy*' are to the Trust's Safeguarding / Child Protection Policy

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## Appendix A - Abuse and Neglect and Safeguarding Issues

### Appendix A1 - Understanding and Identifying Abuse and Neglect

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#### Abuse

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

#### Physical Abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

#### Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (e.g., rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The **sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of the school's policy and procedures for dealing with it** – see *Child-on-Child Sexual Violence and Sexual Harassment in Appendix A2*.

### Emotional Abuse

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

It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development.

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

### Neglect

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

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

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child.

**It is important that practitioners remain alert and do not miss opportunities to take timely action.  
Neglect is not always straightforward to identify.**

## Appendix A2 - Safeguarding Issues

This appendix contains definitions and information in relation to the various safeguarding issues listed below and the actions and process to follow in such cases.

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## Breast Flattening / Ironing

### Definitions and Information

Breast flattening, also known as breast ironing, is the process during which young pubescent girls' breasts are ironed, massaged, flattened and / or pounded down over a period of time (ranging from a few weeks to years) in order for the breasts to disappear or delay the development of the breasts entirely. In some families, large stones, a hammer or spatula that has been heated over hot coals can be used to compress the breast tissue. Other families may opt to use an elastic belt or binder to press the breasts to prevent them from growing. Breast flattening usually starts with the first signs of puberty and is usually carried out by female relatives.

It should also be acknowledged that some adolescent girls and boys may choose to bind their breast using constrictive material due to gender transformation or questioning their identity, and this may also cause health problems.

In many cases, the abuser thinks they are doing something good for the girl by delaying the effects of puberty and the practice is designed to:

- Prevent pregnancy and rape
- Make teenage girls look less "womanly" and no-longer sexually attractive to men
- Enable the girl to continue her education
- Prevent dishonour being brought upon the family if the girl begins sexual relations outside of marriage
- Prevent early marriage
- Deter unwanted attention.

There has not been extensive research done on breast flattening and the few studies that have been carried out indicate that the practice occurs predominantly in Cameroon. Other countries include: Togo, Chad, Kenya, Guinea Bissau, South Africa, Cote d'Ivoire, Benin and Zimbabwe.

Further information can be found in the DfE leaflet available from: [www.nationalfgmcentre.org.uk](http://www.nationalfgmcentre.org.uk).

## Child Abduction and Community Safety Incidents

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

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

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://www.clevernevergoes.org).

## Child on Child Abuse

**Child-on-child abuse will not be tolerated in our Trust and individuals (victims, perpetrators etc.) will be supported.**

### Definitions and Information

Children can abuse other children (often referred to as child-on-child abuse) and it can take many forms. It can happen both inside and outside of school and online.

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

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and / or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and / or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude and semi-nude images and or videos (also known as sexting or youth produced sexual imagery)
- Upskirting (a criminal offence), which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm, and
- Initiation / hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

### Actions / Process

**All** staff should:

- Be aware that children can abuse other children, that it can take many forms and can happen both inside and outside of school and online
- Be aware of the important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- Be able to recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports. They should understand that even if there are no reports in their school it does not mean it is not happening, it may be the case that abuse is not being reported. As such it is **important that when staff have any concerns regarding child-on-child abuse they should speak to their DSL (or DDSL).**

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and / or violent behaviour in the future. **It is essential that all staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature, many of which are listed in this appendix. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable**

**behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.**

**All** staff should know that incidents must be referred to the DSL (or DDSL) for appropriate support and intervention to be put into place. This is especially important where the alleged behaviour:

- Is serious and potentially a criminal offence
- Could put children in the school at risk
- Is violent
- Involves children being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting).

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned or
- Whether the perpetrator has repeatedly tried to harm one or more other children or
- Whether there are concerns about the intention of the alleged perpetrator.

The school tries to minimise incidents of child-on-child abuse by:

- Providing a developmentally appropriate PSHE and RSHE curriculum which develops children to understand acceptable behaviour and keeping themselves safe
- Having systems in place for any child to raise concerns with staff, knowing that they will be listened to, believed and valued
- Developing robust risk assessments where appropriate
- Having relevant policies in place (e.g. *Behaviour Policy*).

Further details of what the school does, including its systems for children to report child-on-child abuse, recording, investigating and dealing with allegations of child-on-child abuse and how victims, perpetrators and any other children affected by it will be supported, can be found in the School *Specific Details in the Policy*.

Staff are alert to the possibility that a child who has harmed another may well also be a victim. However, the interests of the identified victim must always be the paramount consideration and staff are alert to the fact that there is likely to be a risk to children other than the current victim. Evidence suggests that children who abuse others may have suffered considerable disruption in their lives, been exposed to violence within the family, may have witnessed or been subject to physical or sexual abuse, have problems in their educational development and may have committed other offences. Such children are likely to be children in need and some will, in addition, be suffering, or at risk of suffering, significant harm and may themselves be in need of protection.

Children who abuse others should be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others.

Staff are also aware of possible cases of sexual violence or sexual harassment between children and more detail about this is set out below.



## Child on Child Sexual Violence and Sexual Harassment (including Harmful Sexual Behaviour (HSB))

All staff working with children should maintain an attitude of **'it could happen here'** and this is especially important when considering child-on-child abuse.

### Information

Sexual violence and sexual harassment is **never acceptable**. It can occur:

- Between two or more children of **any age and sex**
- Online and face to face (both physically and verbally), and
- Also, through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence and sexual harassment exist on a continuum and may overlap.

Schools should be aware of the importance of:

- Making clear that there is a **zero-tolerance** approach to sexual violence and sexual harassment, and that both are **never acceptable**, and it will **not be tolerated**. It should **never** be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it
- Recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported, and
- Challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

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

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

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.

Whilst **any** report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Staff should also be aware that children with disabilities are also 3 times more likely to be abused than their peers.

This section on sexual violence and sexual harassment includes:

- Information
- What is Sexual Violence and Sexual Harassment?
  - Definitions
    - Sexual Violence
    - Sexual Harassment
    - Harmful Sexual Behaviour
  - Actions / Process
    1. Preventing Abuse
    2. Responding to Reports of Sexual Violence and Sexual Harassment
      - 2.1 The Immediate Response to a Report
        - 2.1.1 Responding to the Report
      - 2.2 Considering Confidentiality and Anonymity
        - 2.2.1 Confidentiality
        - 2.2.2 Anonymity
      - 2.3 Risk Assessment
      - 2.4 Action following a Report of Sexual Violence and / or Sexual Harassment
        - 2.4.1 What to Consider
      - 2.5 Options to Manage the Report
        - Manage Internally
        - Early Help
        - Referrals to Local Authority Children's Social Care
        - Reporting to the Police
      - 2.5.1 Considering Bail Conditions
      - 2.5.2 Managing any Delays in the Criminal Process
      - 2.5.3 The End of the Criminal Process
    - 2.6 Unsubstantiated, Unfounded, False or Malicious Reports
  - 3. Ongoing Response
    - 3.1 Safeguarding and Supporting the Victim
    - 3.2 Safeguarding and Supporting the Alleged Perpetrator(s) and Children and Young People who have Displayed Harmful Sexual Behaviour
    - 3.3 Sanctions and the Alleged Perpetrator(s)
    - 3.4 Discipline and Support
    - 3.5 Working with Parents and Carers
    - 3.6 Safeguarding Other Children.

## What is Sexual violence and Sexual Harassment?

### Definitions

#### Sexual Violence

It is important that schools are aware of sexual violence and the fact children can, and sometimes do, abuse other children in this way and that **it can happen both inside and outside school**. When referring to sexual violence in this section, it is in the context of child-on-child sexual violence.

When referring to sexual violence the reference is to sexual offences under the Sexual Offences Act 2003 as described below:

**Rape:**

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

**Assault by Penetration:**

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

**Sexual Assault:**

A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom / breasts / genitalia without consent, can still constitute sexual assault.)

**Causing someone to engage in sexual activity without consent:**

A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (NB - this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

**What is consent?**

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

- A child under the age of 13 can never consent to any sexual activity
- The age of consent is 16
- Sexual intercourse without consent is rape.

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

**Sexual Harassment**

When referring to sexual harassment here it means 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. Reference to sexual harassment in this section is in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and / or make them feel intimidated, degraded or humiliated and / or create a hostile, offensive or sexualised environment.

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

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- Sexual "jokes" or taunting

- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim)
- Displaying pictures, photos or drawings of a sexual nature
- Upskirting (this is a criminal offence), and
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and / or sexual violence. It may include:
  - consensual and non-consensual sharing of nude and semi-nude images and / or videos. Taking and sharing nude photographs of those aged under 18 is a criminal offence. ([UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) provides detailed advice for schools)
  - sharing of unwanted explicit content
  - sexualised online bullying
  - unwanted sexual comments and messages, including, on social media
  - sexual exploitation; coercion and threats, and
  - coercing others into sharing images of themselves or performing acts they're not comfortable with online.

It is important that schools consider sexual harassment in broad terms. Sexual harassment (as set out above) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

## Harmful Sexual Behaviour

### Definitions and Information

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB). The term has been widely adopted in child protection and is used in *the Policy*.

**HSB can occur online and / or face-to-face and can also occur simultaneously between the two.** HSB should be considered in a child protection context.

When considering HSB, both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. Confidential specialist support and advice on HSB is available from the specialist sexual violence sector and sources are listed in *Annex C*.

For effective safeguarding practice, the DSL (and DDSL) should have a good understanding of HSB. This could form part of their safeguarding training. This will aid in planning preventative education, implementing preventative measures, drafting and implementing an effective child protection policy and incorporating the approach to sexual violence and sexual harassment into the whole school approach to safeguarding.

HSB **can**, in some cases, progress on a continuum. Addressing inappropriate behaviour **can** be an important intervention that helps prevent problematic, abusive and / or violent behaviour in the future. Children displaying HSB have often experienced their own abuse and trauma. It is important that they are offered appropriate support.

## Actions / Process

### 1. Preventing Abuse

For effective safeguarding practice schools should be clear, in advance, about what local processes are in place and what support can be accessed when sexual violence or sexual harassment has occurred. It is important to prepare for this in advance and review this information on a regular basis to ensure it is up to date. As such:

- If required, the DSL (or DDSL) should discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues in order to prepare the school's policies (in particular the *School specific details* section of *the Policy*) and responses, and
- The DSL (and the DDSL) should be confident as to what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment and be confident as to how to access this support when required. Further information on specialist support and interventions can be found in *Annex C*.

### 2. Responding to Reports of Sexual Violence and Sexual Harassment

The school has systems in place, which are well promoted, easily understood and easily accessible, for children to confidently report abuse, knowing their concerns will be treated seriously – see *School Specific Details in the Policy*.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Pre-planning, effective training and effective policies will provide schools with the foundation for a calm, considered and appropriate response to any reports.

Schools will contribute to multi-agency working in line with statutory guidance [Working Together to Safeguard Children](#).

**Part five of KCSIE** provides effective safeguarding practice and principles for schools to consider in their decision-making process (and this is the information included in this section) but states that '*Ultimately, any decisions are for the school or college to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as local authority children's social care and the police as required*'. The guidance also provides case studies. They are not intended to offer a step-by-step guide, but to provide an indication of some of the various options that are available to respond to reports of sexual violence and sexual harassment.

### Support for Schools

**Local authority children's social care** and **the police** will be important partners where a crime might have been committed. Referrals to the police will often be a natural progression of making a referral to local authority children's social care. The DSL (or DDSL) should lead the school response and should be aware of the local process for referrals to children's social care and making referrals to the police (also see the section "reporting to the police")

The following resources may be helpful:

- **National Crime Agency's** [CEOP Safety Centre](#) aims to keep children and young people safe from online sexual abuse. Online sexual abuse can be reported on their website and a report made to one of its Child Protection Advisors

- The [NSPCC](https://www.nspcc.org.uk) provides a helpline for professionals at 0808 800 5000 and [help@nspcc.org.uk](mailto:help@nspcc.org.uk). The helpline provides expert advice and support for school and college staff and will be especially useful for the DSL (and DDSL)
- Support from **specialist sexual violence sector organisations** such as [Rape Crisis](https://www.rapecrisis.org.uk) or [The Survivors Trust](https://www.the-survivors-trust.org.uk)
- The **Anti-Bullying Alliance** has developed guidance for schools about [Sexual and sexist bullying](https://www.antibullyingalliance.org.uk/sexual-and-sexist-bullying).

**Online:** schools should recognise that sexual violence and sexual harassment occurring online (either in isolation or in connection with face-to-face incidents) can introduce a number of complex factors. Amongst other things, this can include widespread abuse or harm across a number of social media platforms that leads to repeat victimisation. Online concerns can be especially complicated, and support is available from:

- [The UK Safer Internet Centre](https://www.saferinternet.org.uk) provides an online safety helpline for professionals at 0344 381 4772 and [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk). The helpline provides expert advice and support for school staff with regard to online safety issues
- **Internet Watch Foundation:** If the incident / report involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed by the [Internet Watch Foundation](https://www.internetwatchfoundation.org.uk) (IWF)
- **Childline / IWF Report Remove** is a free tool that allows children to report nude or sexual images and/or videos of themselves that they think might have been shared online  
**UKCIS Sharing nudes and semi-nudes advice:** [Advice for education settings working with children and young people](https://www.ukcis.org.uk/advice-for-education-settings-working-with-children-and-young-people) on responding to reports of children sharing non-consensual nude and semi-nude images and / or videos (also known as sexting and youth produced sexual imagery)
- National Crime Agency's [CEOP Education Programme](https://www.ceop.educationprogramme.org.uk) provides information for the children's workforce and parents and carers on protecting children and young people from online child sexual abuse
- LGFL ['Undressed'](https://www.lgfl.org.uk/undressed) provides schools with advice about how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders.

Additional sources of support are listed in *Annex C*.

## 2.1 The Immediate Response to a Report

### 2.1.1 Responding to the Report

It is important to understand that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of school staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. As stated in *the Policy*, if staff have **any** concerns about a child's welfare, they should act on them immediately rather than wait to be told.

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

It is essential that **all** victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of school should not be downplayed and should be treated equally

seriously. 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.

It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

All staff should be trained to manage a report. Local policies (and training) will dictate exactly how reports should be managed. However, effective safeguarding practice includes:

- If possible, managing reports with two members of staff present (preferably one of them being the DSL or DDSL)
- Careful management and handling of reports that include an online element. Including being aware of [searching screening and confiscation advice](#) (for schools) and [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#). **The key consideration is for staff not to view or forward illegal images of a child.** The highlighted advice provides more details on what to do when viewing an image is unavoidable. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection
- Not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the DSL (or DDSL) or local authority children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to
- Recognising that a child is likely to disclose to someone they trust: this could be **anyone** on the school staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child
- Recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse
- Keeping in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and / or sexual orientation
- Listening carefully to the child, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was
- Considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, **it is essential a written record is made**
- Only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools should be aware that notes of such reports could become part of a statutory assessment by local authority children's social care and / or part of a criminal investigation, and
- Informing the DSL (or DDSL), as soon as practically possible, if the DSL (or DDSL) is not involved in the initial report.



## **2.2 Considering Confidentiality and Anonymity**

### **2.2.1 Confidentiality**

Staff taking a report should never promise confidentiality as it is very likely that it will be in the best interest of the victim to seek advice and guidance from others in order to provide support and engage appropriate agencies.

The school should only engage staff and agencies who are required to support the children involved and / or be involved in any investigation.

The victim may ask the school not to tell anyone about the sexual violence or sexual harassment. There are no easy or definitive answers when a victim makes this request. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies. For example, the public task basis may apply, where the overall purpose is to perform a public interest task or exercise official authority, and the task or authority has a clear basis in law. Advice should be sought from the DSL (or DDSL), who should consider the following:

- Parents or carers should normally be informed (unless this would put the victim at greater risk)
- The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and
- Rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.

Ultimately, the DSL (or DDSL) will have to balance the victim's wishes against their duty to protect the victim and other children.

If the DSL (or DDSL) decide to go ahead and make a referral to local authority children's social care and / or a report to the police against the victim's wishes, this should be handled extremely carefully, the reasons should be explained to the victim and appropriate specialist support should be offered.

Additional information on confidentiality and information sharing is available at [Safeguarding Practitioners Information Sharing Advice](#) and [NSPCC: Information sharing and confidentiality for practitioners](#).

### **2.2.2 Anonymity**

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, schools should be aware of anonymity, witness support, and the criminal process in general so they can offer support and act appropriately. Relevant information can be found in: [CPS: Safeguarding Children as Victims and Witnesses](#).

As a matter of effective safeguarding practice, schools should do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved.



Schools should also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities. The principles described in [Childnet's cyberbullying guidance](#) could be helpful.

## 2.3 Risk Assessment

When there has been a report of **sexual violence**, the DSL (or DDSL) should make an **immediate** risk and needs assessment.

Where there has been a report of **sexual harassment**, the need for a risk assessment should be considered on a case-by-case basis.

The risk and needs assessment for a report of **sexual violence** should consider:

- The victim, especially their protection and support
- Whether there may have been other victims
- The alleged perpetrator(s)
- All the other children, (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms, and
- The time and location of the incident, and any action required to make the location safer.

Risk assessments should be recorded on MyConcern and should be kept under review. At all times, the school should be actively considering the risks posed to all their children and put adequate measures in place to protect them and keep them safe.

The DSL (or DDSL) should ensure they are engaging with local authority children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required.

The above school risk assessment is not intended to replace the detailed assessments of expert professionals. Any such professional assessments should be used to inform the school's approach to supporting and protecting their children and updating their own risk assessment.

## 2.4 Action Following a Report of Sexual Violence and / or Sexual Harassment

### 2.4.1 What to Consider

As set out above, sexual violence and sexual harassment can happen anywhere, and all staff working with children are advised to maintain an attitude of **'it could happen here'**. Schools should be aware of and respond appropriately to all reports and concerns about sexual violence and / or sexual harassment both online and offline, including those that have happened outside of the school.

The DSL (or DDSL) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's initial response. Important considerations will include:

- The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's duty and responsibilities to protect other children

- The nature of the alleged incident(s), including whether a crime may have been committed and / or whether Harmful Sexual Behaviour (HSB) has been displayed
- The ages of the children involved
- The developmental stages of the children involved
- Any power imbalance between the children. For example, is / are the alleged perpetrator(s) significantly older, more mature, confident and well-known social standing? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- That sexual violence and sexual harassment can take place within intimate personal relationships between children
- The importance of understanding intra familial harms and any necessary support for siblings following incidents
- Are there ongoing risks to the victim, other children, adult students or school staff, and
- Other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.
- As always when concerned about the welfare of a child, all staff should act in the best interests of the child. In all cases, schools should follow general safeguarding principles as set out in **KCSIE** and in *the Policy*. **Immediate** consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved / impacted).

### Children Sharing a Classroom: Initial Considerations When the Report is Made

Any report of sexual violence or sexual harassment is likely to be traumatic for the victim. As previously stated, 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.

**Reports of rape and assault by penetration** are likely to be especially difficult with regard to the victim, and close proximity with the alleged perpetrator(s) is likely to be especially distressing. Whilst the school establishes the facts of the case and starts the process of liaising with children's social care and the police, the alleged perpetrator(s) **should** be removed from any classes they share with the victim. The school should also **carefully** consider how best to keep the victim and alleged perpetrator(s) a reasonable distance apart on school premises (including during any before or after school-based activities) and on transport to and from school, where appropriate. These actions are in the best interests of all children involved and should not be perceived to be a judgment on the guilt of the alleged perpetrator(s).

For **other reports of sexual violence and sexual harassment**, the proximity of the victim and alleged perpetrator(s) and considerations regarding shared classes, sharing school premises and school transport, should be considered immediately.

In all cases, the initial report should be carefully evaluated, reflecting the considerations set out in the *paragraph below on 'Options to manage the report'*. The wishes of the victim, the nature of the allegations and the protection of all children in the school will be especially important when considering any immediate actions.

## 2.5 Options to Manage the Report

It is important that the school considers every report on a case-by-case basis as stated above – see ‘2.4.1 What to Consider’.

When to inform the alleged perpetrator(s) will be a decision that should be carefully considered. Where a report is going to be made to local authority children’s social care and / or the police, then, as a general rule, the DSL should speak to the local authority children’s social care and the police and discuss next steps and how the alleged perpetrator(s) will be informed of the allegations. However, as per general safeguarding principles, this does not and should not stop the school taking immediate action to safeguard its children, where required.

There are **four likely scenarios** for the school to consider when managing any reports of sexual violence and / or sexual harassment.

### The four scenarios are:

- **Manage Internally**
  - In some cases of **sexual harassment**, for example, one-off incidents, the school may take the view that the children concerned are not in need of early help or that referrals to statutory services are not required and that it would be appropriate to handle the incident internally, perhaps through their behaviour policy and by providing pastoral support
  - Whatever the response, it should be underpinned by the principle that there is a **zero-tolerance** approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated
  - **ALL concerns, discussions, decisions and reasons for decisions should be recorded on MyConcern.**
- **Early Help**
  - In line with managing internally – see *1 above*, the school may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help is support for children of all ages that improves a family’s resilience and outcomes or reduces the chance of a problem getting worse. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent HSB and may prevent escalation of sexual violence. It is particularly important that the DSL (and DDSL) know what the local early help process is and how and where to access support
  - More information on early help is set out in the section on *Thresholds for Intervention on page 19 of the Policy* with full details of the early help process in [Working Together to Safeguard Children](#)
  - Multi-agency early help will work best when placed alongside strong school policies, preventative education and engagement with parents and carers
  - The school, as a relevant agency, should be part of discussions with statutory safeguarding partners to agree the levels for the different types of assessment and services to be commissioned and delivered, as part of the local arrangements. Safeguarding partners should publish a local threshold document which includes the process for the local early help assessment and the type and level of early help services to be provided, and DSLs (and DDSLs) will need to familiarise themselves with this document
  - Early help and the option to manage a report internally do not need to be mutually exclusive: a school could manage internally and seek early help for both the victim and alleged perpetrator(s)

- Whatever the response, it should be under-pinned by the principle that there is a **zero-tolerance** approach to sexual violence and sexual harassment and that both are never acceptable and will not be tolerated
- **ALL concerns, discussions, decisions and reasons for decisions should be recorded on MyConcern.**
- **Referrals to Local Authority Children's Social Care**
  - Where a child has been harmed, is at risk of harm, or is in immediate danger, schools should make a referral to the local authority children's social care
  - At the point of referral to local authority children's social care, schools will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of local authority children's social care
  - If a referral is made, local authority children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services
  - Where statutory assessments are appropriate, the school (especially the DSL or DDSL) should be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator(s) and any other children that require support
  - Schools should not wait for the outcome (or even the start) of a local authority children's social care investigation before protecting the victim and other children in the school. It will be important for the DSL (or DDSL) to work closely with local authority children's social care (and other agencies as required) to ensure any actions the school takes do not jeopardise a statutory investigation. The risk assessment as above will help inform any decision. Consideration of safeguarding the victim, alleged perpetrator(s), any other children directly involved in the safeguarding report, and all children at the school should be **immediate**
  - In some cases, local authority children's social care will review the evidence and decide that a statutory intervention is not appropriate. The school (generally led by the DSL or DDSL) should be prepared to refer again if they believe the child remains in immediate danger or at risk of harm or if the circumstances change. If a statutory assessment is not appropriate, the DSL (or DDSL) should consider other support mechanisms such as early help, specialist support and pastoral support
  - Whatever the response, it should be under-pinned by the principle that there is a **zero-tolerance** approach to sexual violence and sexual harassment and that both are never acceptable and will not be tolerated
  - **ALL concerns, discussions, decisions and reasons for decisions should be recorded on MyConcern.**
- **Reporting to the Police**
  - Any report to the police will generally be in parallel with a referral to the local authority children's social care (as above)
  - It is important that the DSL (and DDSL) are clear about the local process for referrals and follow that process – *see section on Referrals for statutory services on page 24 / 25 of the Policy*
  - Where a report of rape, assault by penetration or sexual assault is made, the starting point is that this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator(s) is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach. The following advice may help schools decide when to engage the Police and what to expect of them when they do: [\*When to call the police.\*](#)

- Where a report has been made to the police, the school should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator(s) and their parents or carers. They should also discuss the best way to protect the victim and their anonymity
- At this stage, the school will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school is supporting the child in any decision they take. This should be with the support of local authority children's social care and any appropriate specialist agencies
- All police forces in England have specialist units that investigate child abuse. The names and structures of these units are matters for local forces. It will be important that the DSL (and DDSL) are aware of their local arrangements
- In some cases, it may become clear very quickly that the police (for whatever reason) will not take further action. In such circumstances, it is important that the school continues to engage with specialist support for the victim and alleged perpetrator(s) as required
- Whilst protecting children and / or taking any disciplinary measures against the alleged perpetrator(s), it will be important for the DSL (or DDSL) to work closely with the police (and other agencies as required), to ensure any actions the school take do not jeopardise the police investigation
- If the school has questions about the investigation, they should ask the police. The police will help and support the school as much as they can (within the constraints of any legal restrictions)
- Whatever the response, it should be under-pinned by the principle that there is a **zero-tolerance** approach to sexual violence and sexual harassment and that both are never acceptable and will not be tolerated
- **ALL concerns, discussions, decisions and reasons for decisions should be recorded on MyConcern.**

### **2.5.1 Considering Bail Conditions**

- The police will consider what action to take to manage the assessed risk of harm. This could involve the use of police bail with conditions prior to a suspect appearing in court, or court bail with or without conditions after the first appearance
- Alternatively, the person suspected of an offence could be 'released under investigation' (RUI). People released under RUI will not necessarily have conditions attached to their release from custody and it is possible for a person on bail also to have no conditions
- Whatever arrangements are in place, the school will need to consider what additional measures may be necessary to manage any assessed risk of harm that may arise within the school
- Particular regard should be given to the additional stress and trauma that might be caused to a victim within the school; the potential for the suspected person to intimidate the victim or a witness; the need to ensure that any risk management measures strike a balance between management of risk and the rights of an un-convicted person (e.g. rights to privacy, family life, etc.)
- Careful liaison with the police investigators should help to develop a balanced set of arrangements.

### **2.5.2 Managing any Delays in the Criminal Process**

There may be delays in any case that is being progressed through the criminal justice system. Schools should **not wait** for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator(s) and other children in the school. The risk assessment as referred to above will help inform any decision.

Considering any disciplinary action against the alleged perpetrator(s) whilst an investigation is ongoing is discussed below in the alleged perpetrator(s) section.

Whilst protecting children and / or taking any disciplinary measures against the alleged perpetrator(s), it will be important for the DSL (or DDSL) to work closely with the police (and other agencies as required), to ensure any actions the school takes do not jeopardise the police investigation.

If schools have questions about the investigation, they should ask the police. The police will help and support the school as much as they can (within the constraints of any legal restrictions).

### **2.5.3 The End of the Criminal Process**

- If a child is convicted or receives a caution for a sexual offence, the school should update its risk assessment, ensure relevant protections are in place for all the children at the school and, if it has not already, consider any suitable action in line with their behaviour policy. This process should include a review of the necessary actions to keep all parties safe and meet their needs. If the perpetrator(s) remains in the same school as the victim, the school should be very clear as to their expectations regarding the perpetrator(s) now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions the school thinks are reasonable and proportionate with regard to the lesson timetable of the perpetrator(s)
- Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other children in the school. It will be important that the school ensures both the victim and perpetrator(s) remain protected, especially from any bullying or harassment (including online)
- Where cases are classified as “no further action” by the police or Crown Prosecution Service, or where there is a not guilty verdict, the school should continue to offer support to the victim and the alleged perpetrator(s) for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated or was withdrawn does not necessarily mean that it was unfounded. Schools should discuss any decisions with the victim in this light and continue to offer support. The alleged perpetrator(s) is / are also likely to require ongoing support for what will have likely been a difficult experience.

## **2.6 Unsubstantiated, Unfounded, False or Malicious Reports**

As previously stated, **ALL concerns, discussions and decisions made, and the reasons for those decisions, should be recorded on MyConcern.**

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified, and addressed.

If a report is determined to be unsubstantiated, unfounded, false or malicious, the DSL should consider whether the child and / or the person who has made the allegation is in need of help or may have been abused by someone else and this was a cry for help. In such circumstances, a referral to local authority children’s social care may be appropriate.

If a report is shown to be deliberately invented or malicious, the school should consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy.



### 3. Ongoing Response

#### 3.1 Safeguarding and Supporting the Victim

The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the victim:

- The needs and wishes of the victim should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victims' daily experience as normal as possible, so that the school is a safe space for them
- Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. Schools should be aware that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator(s)
- The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report
- Consider the proportionality of the response. Support should be 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
- Schools should be aware that sexual assault can result in a range of health needs, including physical, mental, and sexual health problems and unwanted pregnancy. Children and young people that have a health need arising from sexual assault or abuse can access specialist NHS support from a Sexual Assault Referral Centre (SARC). SARCs offer confidential and non-judgmental support to victims and survivors of sexual assault and abuse. They provide medical, practical, and emotional care and advice to all children and adults, regardless of when the incident occurred
- It will be important in all scenarios that decisions and actions are regularly reviewed and that relevant policies are updated to reflect lessons learnt. It is particularly important to look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, the school should decide on a course of action. Consideration should be given as to whether there are wider cultural issues within the school that enabled the inappropriate behaviour to occur and where appropriate extra teaching time and / or staff training could be delivered to minimise the risk of it happening again
- Support can include:
  - Early help and local authority children's social care as set out in *the Policy*
  - Children and Young People's Independent Sexual Violence Advisors (ChISVAs) provide emotional and practical support for victims of sexual violence. They are based within the specialist sexual violence sector and will help the victim understand what their options are and how the criminal justice process works if they have reported or are considering reporting to the police. ChISVAs will work in partnership with schools to ensure the best possible outcomes for the victim
  - Police and social care agencies can signpost to ChISVA services (where available) or referrals can be made directly to the ChISVA service by the young person or school. Contact details for ChISVAs can be found at [Rape Crisis](#) and [The Survivors Trust](#)
  - Child and young people's mental health services ([CYPMHS](#)) is used as a term for all services that work with children who have difficulties with their emotional or behavioural wellbeing. Services vary depending on local authority. Most CYPMHS have their own website, which will have information about access, referrals and contact numbers

- The specialist sexual violence sector can provide therapeutic support for children who have experienced sexual violence. Contact [Rape Crisis](#) (England & Wales) or [The Survivors Trust](#) for details of local specialist organisations. The [Male Survivors Partnership](#) can provide details of services which specialise in supporting men and boys
- The NHS – [Help after rape and sexual assault](#) – NHS ([www.nhs.uk](http://www.nhs.uk)) provides a range of advice, help and support including advice about the risk of pregnancy, sexually transmitted infections (STI), reporting to the police and forensics
- Rape and sexual assault referral centers services can be found at: [Find a rape and sexual assault referral centre](#) Sexual assault referral centers (SARCs) offer medical, practical and emotional support. They have specially trained doctors, nurses and support workers. If children, young people, or their families are unsure which service to access, they should contact their GP or call the NHS on 111
- [Childline](#) provides free and confidential advice for children and young people
- [Internet Watch Foundation](#) works internationally to remove child sexual abuse online images and videos and offers a place for the public to report them anonymously
- [Childline / IWF: Remove a nude image shared online](#) Report Remove is a free tool that allows children to report nude or sexual images and videos of themselves that they think might have been shared online, to see if they can be removed from the internet.

Victims may not disclose the whole picture immediately. They may be more comfortable providing information on a piecemeal basis. It is essential that dialogue is kept open and encouraged. When it is clear that ongoing support will be required, the school should ask the victim if they would find it helpful to have a designated trusted adult (for example, their form tutor or DSL) to talk to about their needs. The choice of any such adult should be the victim's (as far as is reasonably possible). Schools should respect and support this choice.

Children who have experienced sexual violence display a very wide range of responses to their experience, including in some cases clear signs of trauma, physical and emotional responses, or no overt signs at all. The school should remain alert to the possible challenges of detecting those signs and show sensitivity to the needs of the child (e.g. about attendance in lessons) irrespective of how overt the child's distress is.

While schools 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 should provide a physical space for victims to withdraw too.

It may be necessary for the school to maintain arrangements to protect and support the victim for a long time. The school should be prepared for this and should work with the local authority, children's social care and other agencies as required.

It is therefore important that the DSL (or DDSL) knows how, when, and where to seek support.

It is important that the school do everything they reasonably can to protect the victim from bullying and harassment as a result of any report they have made.

Whilst they should be given all the necessary support to remain in the school, if the trauma results in the victim being unable to do this, alternative provision or a move to another school should be considered to enable them to continue to receive suitable education. This should only be at the request of the victim (and following discussion with their parents or carers).



It is important that if the victim does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs. The DSL should take responsibility to ensure this happens (and should discuss with the victim and, where appropriate, their parents or carers as to the most suitable way of doing this) as well as transferring the child protection file. Information sharing advice referenced at *paragraphs 4.9 and 4.11 of the Policy* will help support this process.

### Ongoing Considerations: Victim and alleged perpetrator(s) sharing classes

The section above considers the immediate response to a report. Once the DSL (or DDSL) has decided what the next steps will be in terms of progressing the report, they should **carefully consider** again the question of the victim and alleged perpetrator(s) sharing classes and sharing space at the school. This will inevitably involve complex and difficult professional decisions, including considering their duty to safeguard children and their duty to educate them.

It is important each report is considered on a case-by-case basis and risk assessments are updated as appropriate. As always when concerned about the welfare of a child, the best interests of the child should come first. In all cases, schools should follow general safeguarding principles as per the guidance in **KCSIE** and *the Policy*.

Where there is a criminal investigation into a **rape, assault by penetration or sexual assault**, the alleged perpetrator(s) should be removed from any classes they share with the victim. The school should also consider how best to keep the victim and alleged perpetrator(s) a reasonable distance apart on school premises (including during before and after school-based activities) and on transport to and from the school where appropriate. This is in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator(s). As stated previously, close liaison with the police is essential.

Where a criminal investigation into a **rape or assault by penetration** leads to a conviction or caution, the school should take suitable action, if they have not already done so. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator(s) to remain in the same school would seriously harm the education or welfare of the victim (and potentially other children).

Where a criminal investigation into **sexual assault** leads to a conviction or caution, the school should, if it has not already, consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion. Where the perpetrator(s) is going to remain at the school, the principle would be to continue keeping the victim and perpetrator(s) in separate classes and continue to consider the most appropriate way to manage potential contact on school premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

In all cases, schools should record on MyConcern and be able to justify their decision making.

Reports of **sexual assault and sexual harassment** will, in some cases, not lead to a report to the police (for a variety of reasons). In some cases, rape, assault by penetration, sexual assault or sexual harassment are reported to the police and the case is not progressed or are reported to the police and ultimately result in a not guilty verdict. None of this means the offence did not happen or that the victim lied. The process will have affected both victim and alleged perpetrator(s). Appropriate support should be provided to both as required and consideration given to sharing classes and potential contact as required on a case-by-case basis.

In all cases, schools should record on MyConcern and be able to justify their decision-making.

**All of the above should be considered with the needs and wishes of the victim at the heart of the process (supported by parents and carers as required). Any arrangements should be kept under review.**

### **3.2 Safeguarding and Supporting the Alleged Perpetrator(s) and Children and young People who have Displayed Harmful Sexual Behaviour (HSB)**

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

- The school will have a difficult balancing act to consider. On one hand, they need to safeguard the victim (and the wider child body) and on the other hand provide the alleged perpetrator(s) with an education, safeguarding support as appropriate and implement any disciplinary sanctions. Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary
- Consider the age and the developmental stage of the alleged perpetrator(s), the nature of the allegations and frequency of allegations. Any child will likely experience stress as a result of being the subject of allegations and / or negative reactions by their peers to the allegations against them
- Consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis. The alleged perpetrator(s) may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. HSB in young children may be (and often is) a symptom of either their own abuse or exposure to abusive practices and or materials. More information on HSB can be found above - *page 12*. Advice should be taken, as appropriate, from local authority children's social care, specialist sexual violence services and the police
- The NSPCC provides free and independent advice about HSB: [NSPCC Learning: – Protecting children from harmful sexual behaviour](#) and [NSPCC – Harmful sexual behaviour framework](#)
- The Lucy Faithfull Foundation has developed a [HSB toolkit](#), which amongst other things, provides support, advice and information on how to prevent it, links to organisations and helplines, resources about HSB by children, internet safety, sexual development and preventing child sexual abuse
- The Lucy Faithfull Foundation in collaboration with the Home Office, has developed '[Shore Space](#)', an online resource which works to prevent harmful sexual behaviour. Shore Space offers a confidential chat service supporting young people who are concerned about their own or someone else's sexual thoughts and behaviour
- [Contextual Safeguarding Network – Beyond Referrals \(Schools\)](#) provides a school self-assessment toolkit and guidance for addressing HSB in schools
- StopItNow – [Preventing harmful sexual behaviour - Stop It Now](#) provides a guide for parents, carers and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline.

It is important that the perpetrator(s) is / are also given the correct support to try to stop them re-offending and to address any underlying trauma that may be causing this behaviour. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and / or violent behaviour in the future.

Advice on behaviour in schools is clear that teachers can sanction children whose conduct falls below the standard which could be reasonably expected of them. If the perpetrator(s) is to be excluded the decision must be lawful, reasonable and fair. Further information about exclusions can be found in statutory guidance for schools: [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England](#). The school can be a significant protective factor for children who have displayed HSB, and continued access to the school, with a comprehensive safeguarding management plan in place, is an important factor to consider before final decisions are made. It is important that if an alleged perpetrator does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs and where appropriate, potential risks to other children and staff. The DSL should take responsibility to ensure this happens as well as transferring the child protection file. Information sharing advice referenced at *paragraphs 4.9 and 4.11 of the Policy* will help support this process.

### **3.3 Sanctions and the Alleged Perpetrator(s)**

With regard to the alleged perpetrator(s), advice on [behaviour in schools](#) is clear that teachers can sanction children whose conduct falls below the standard which could be reasonably expected of them. Exclusions statutory guidance is [here](#). Disciplinary action can be taken whilst other investigations by the police and / or local authority children's social care are ongoing. The fact that another body is investigating or has investigated an incident does not in itself prevent a school from coming to its own conclusion, on the balance of probabilities, about what happened, and imposing a penalty accordingly. This is a matter for the school and should be carefully considered on a case-by-case basis. The DSL (or DDSL) should take a leading role. The school should consider if, by taking any action, it would prejudice an investigation and / or any subsequent prosecution. Careful liaison with the police and / or local authority children's social care should help the school make a determination. It will also be important to consider whether there are circumstances that make it unreasonable or irrational for the school to reach its own view about what happened while an independent investigation is considering the same facts.

### **3.4 Discipline and Support**

Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary. The school should be very clear as to what its approach is. On the one hand there is preventative or forward-looking action to safeguard the victim and / or the perpetrator(s), especially where there are concerns that a perpetrator themselves may have been a victim of abuse; and, on the other, there is disciplinary action to punish a perpetrator for their past conduct. The school should be very clear as to which category any action they are taking falls or whether it is really both and should ensure that the action complies with the law relating to each relevant category.

### **3.5 Working with Parents and Carers**

The school will, in most instances, engage with both the victim's and the alleged perpetrator's parents / carers when there has been a report of sexual violence (this might not be necessary or proportionate in the case of sexual harassment and should be considered on a case-by-case basis). The exception to this rule is if there is a reason to believe informing a parent / carer will put a child at additional risk. Schools should carefully consider what information they provide to the respective parents / carers about the other child involved and when they do so. In some cases, local authority children's social care and / or the police will have a very clear view and it will be important for the school to work with relevant agencies to ensure a consistent approach is taken to information sharing.

It is good practice for the school to meet the victim's parents / carers with the victim present to discuss what arrangements are being put in place to safeguard the victim and understand their wishes in terms of support they may need and how the report will be progressed.

It is also good practice for the school to meet with alleged perpetrator(s) parents / carers to discuss any arrangements that are being put into place that impact an alleged perpetrator(s), such as, for example, moving them out of classes with the victim and what this means for their education. The reason behind any decisions should be explained. Support for the alleged perpetrator(s) should be discussed.

The DSL (or DDSL) would generally attend any such meetings. Consideration to the attendance of other agencies should be considered on a case-by-case basis.

Parents / carers may well struggle to cope with a report that their child has been the victim of a sexual assault or is alleged to have sexually assaulted another child. Details of organisations that support parents / carers are provided in *Appendix C*. Schools should consider signposting parents / carers to this support.

### **3.6 Safeguarding Other Children**

Consideration should be given to supporting children who have witnessed sexual violence, especially rape and assault by penetration. Witnessing such an event is likely to be traumatic and support may be required.

Following any report of sexual violence or sexual harassment, it is likely that some children will take "sides". The school should be doing all they can to ensure both the victim and alleged perpetrator(s), and any witnesses, are not being bullied or harassed.

Social media is very likely to play a central role in the fall out from any incident or alleged incident. There is the potential for contact between victim and alleged perpetrator(s) and a very high likelihood that friends from either side could harass the victim or alleged perpetrator(s) online and / or become victims of harassment themselves. See paragraph on *'Support for Schools' pages 13 and 14* for relevant support.

School transport is a potentially vulnerable place for a victim or alleged perpetrator(s) following any incident or alleged incident. The school, as part of its risk assessment, should consider any additional potential support needs to keep all of their children safe.

## **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) (including County Lines)**

### **Information**

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

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

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

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

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

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

- Appear with unexplained gifts, money or new possessions
- Associate with other children involved in exploitation
- Suffer from changes in emotional well-being
- Misuse alcohol and other drugs
- Go missing for periods of time or regularly come home late, and
- Regularly miss school or education or do not take part in education.

Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

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

## **Child Sexual Exploitation (CSE)**

### **Definitions and Information**

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

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

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

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

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

## **Actions / Process**

### **Risk Identification**

**When any practitioner becomes aware that a child or young person is at risk of being sexually exploited, they should identify and react to the need to protect that individual from any future harm. This should always include notifying the DSL within the school.** The DSL should ensure that the online assessment tool is completed (and if the case is subsequently referred into children's social care, the completed assessment should be included with the referral.)

In all cases if there are concerns that the children is in immediate danger then the police should be contacted on 999 or the MASH.

In the event of an individual having concerns that a child or young person is at risk of being sexually exploited (but where there is no immediate danger), these should be reported to the DSL who should follow the procedures outlined in the Child Exploitation Guide ([see NSCP website](#)).

Possible Indicators may include:

- Appear with unexplained gifts, money or new possessions
- Children who have older boyfriends or girlfriends
- Associate with other children involved in exploitation
- Gang-association and / or isolation from peers / social networks
- Exclusion and / or regularly miss school or education or do not take part in education
- Leaving home / care without explanation and going missing for periods of time or regularly come home late
- Excessive receipt of texts / phone calls
- Misuse of drugs or alcohol
- Suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant
- 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 changes in emotional well-being.

Indicators are a guide and do not replace, but should assist, the exercise of professional judgement. The person who is making the judgements needs to take into account the principles detailed above and be clear on the evidence that the risk is actually occurring or whether further assessment is required to clarify this. The earlier the intervention the better chances of success.

### **Important points to remember – CSE:**

- 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; some children do not realise they are being exploited and may believe they are in a genuine romantic relationship
- Can still be abuse even if the sexual activity appears consensual
- Can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity
- Can take place in person or via technology, or a combination of both

- Can involve force and / or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence
- May occur without the child or young person's immediate knowledge (through others sharing videos or images of them on social media, for example)
- May 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
- Is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources
- The coercers and perpetrators are usually an adult, but can be children and young people in a position of power of either gender
- Young people may exchange or sell sex as a result of constrained choices such as poverty, isolation and historic abuse
- Parents / carers may be involved in the sexual exploitation of their children, or fail to prevent / protect from it
- Groups of children and young people and multiple perpetrators may be involved (organised abuse)
- No child under 13 years can be assessed as low risk if behaviours indicate involvement in CSE
- Children and young people with additional needs require special consideration up to the age of 25 years.

## **Child Criminal Exploitation (CCE)**

### **Definitions and Information**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity:

- In exchange for something which the victim needs or wants, and / or
- For the financial or other advantage of the perpetrator or facilitator and / or
- Through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears to be something they have agreed or consented to. CCE does not always involve physical contact; it can also occur through the use of technology.

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

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



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

Some of the following can be indicators of CCE. Children who:

- Appear with unexplained gifts or new possessions
- Associate with other young people involved in exploitation
- Suffer from changes in emotional well-being
- Misuse drugs and alcohol
- Go missing for periods of time or regularly come home late
- Regularly miss school or education or do not take part in education.

## County Lines

### Definitions and Information

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

Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, child referral units, children’s homes and care homes.

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

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

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

Further information on the signs of a child’s involvement in county lines is available in guidance published by the Home Office and The Children’s Society [County Lines Toolkit for Professionals](#).



One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism (*see below – page 39*) should be considered.

### **Actions / Process**

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

Like other forms of abuse and exploitation, county lines exploitation:

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

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office: [County lines exploitation: guidance for practitioners updated February 2020](#).

NSCP Teabreak Guide to County Lines can be found at: [Tea Break Guides](#).

## **Children and the Court System**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children – see below. They explain each step of the process, support and special measures that are available.

There are diagrams illustrating the courtroom structure and the use of video links is explained. 5-11 year olds [booklet](#) and 12-17 year olds [booklet](#).

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

## **Children with Family Members in Prison**

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

[The National Information Centre on Children of Offenders \(NICCO\)](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

## Cybercrime

### Definitions and Information

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

Cyber-dependent crimes include:

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

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

### Actions / Process

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

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

Additional advice can be found at: [Cyber Choices](#), ['NPCC- When to call the Police'](#) and [National Cyber Security Centre \(NCSC\)](#).

## Dog Bites on Children

The following guidance has been agreed by partner agencies for the Northamptonshire Safeguarding Children Partnership (NSCP).

### School staff must:

- Be aware of an injury to a child caused by a dog
- Be aware of the treating of an injury to a child caused by a dog
- Establish precisely when and how the injuries were caused
- Establish if there is any history of previous, similar injuries and when this occurred.

Consideration should be given to whether the injuries caused are "non-accidental injuries".

### A referral to the MASH should be considered if any of the following criteria apply:

- The child injured is under 2 years of age
- The child is under 5 years of age and injuries have required medical treatment
- The child is over 5 years and under 18 who has been bitten more than once by the same dog

- The child is under 18 years of age, injuries have required medical treatment and initial information suggests the dog responsible could be prohibited and / or dangerous
- A prohibited and / or dangerous dog is reported and / or treated and is believed to be living with and / or frequently associated with children under 5 years of age.

Some calls might be logged 'for information' only by the agencies, if it is clearly established that no significant or continued risk is likely to the child, or other children (for example, if the dog has already been 'put down' or removed).

All should be mindful that the bite does not have to be a vicious injury.  
Contact the MASH immediately for advice if unsure. Call 0300 126 7000.

#### Definitions:

- Certain dogs are '**prohibited**' and if any agency has any knowledge or report of a dog of this type, the matter should be reported to the police immediately
- Any dog can be '**dangerous**' (as defined by The Act) if it has already been known to inflict or threaten injury.

For further information, see the NSCP guidelines at: [Safeguarding Children from Dangerous Dogs](#)

## Domestic Abuse

### Definitions and Information

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduced the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

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

## Actions / Process

### **Operation Encompass**

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the DSL or DDSL) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs.

Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and / or schools should make a referral to local authority children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website.

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

**Domestic Abuse Notifications to Schools** – this scheme involves early reporting when a child or young person has been involved in a domestic incident. Upon a police referral, the Education Inclusion Partnership Team within West Northants Council and North Northants Council will contact the DSL at the school and share information about the child who has witnessed or been subject to domestic abuse. The DSL should share this information with relevant staff and assess what type of support (silent or overt) needs to be offered to the affected child.

### **Domestic Abuse indicators in children**

The majority of referrals to the MASH and a large number of Child Safeguarding Practice Reviews (SPRs) (previously known as Serious Case Reviews) involve domestic abuse. **Schools should therefore ensure that they look out for possible indicators and talk to the DSL as a matter of urgency.**

It is important to note that children may respond to domestic abuse in different ways even within the same family. Some children may be profoundly affected by witnessing domestic abuse whilst others appear to be relatively unaffected. It is therefore important to remember that the behaviour below may be due to other causes.

Children's coping strategies and reactions to domestic abuse may also be similar to those for other forms of abuse. Learning to recognise domestic abuse can therefore be useful in helping to protect children from all forms of abuse.

Possible Indicators:

#### **0 – 5 years**

- Violence to the mother during pregnancy may result in neurological and physical damage
- Physical and emotional neglect may result in basic needs for food and warmth not being met
- Under-stimulation and neglect can result in cognitive delay
- Witnessing unpredictable and frightening behaviour may result in symptoms similar to post traumatic stress disorder
- Parental unhappiness, tension, irritability or lack of commitment may lead to false attachments

- Babies and toddlers have difficulty in communicating distress.

### 5-9 years

- The risk of physical injury may lead to symptoms of extreme anxiety and fear. The child may be subject to abuse
- School behaviour and academic attainment may be impaired
- Children may blame themselves for parental behaviour. Self-blame may result in low self-esteem
- Unplanned separations may cause distress and disrupt education and friendship patterns
- Embarrassment and fear of unpredictable parental behaviour may result in curtailed friendships
- Children may take on too much responsibility for self, parents and younger children.

### 10 years +

- Coping with puberty without support
- Denying own needs and feelings
- Low self-esteem
- Increased risk of psychological problems, behavioural disorders, suicidal behaviours and offending
- Poor school attainment due to difficulties concentrating
- Poor school attainment due to absence in order to protect parent or younger children
- Unacceptable behaviour resulting in pattern of school exclusion
- Isolation caused by reluctance to disclose for fear of family disruption.

### National Domestic Abuse Helpline

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

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

- [\*NSPCC - UK domestic-abuse Signs Symptoms Effects\*](#)
- [\*Safe Young Lives: young people and domestic abuse\*](#)
- [\*Domestic abuse: specialist sources of support\*](#) (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence / abuse)
- [\*Home: Operation Encompass\*](#) (includes information for schools on the impact of domestic abuse on children)
- Refuge - [\*Support for children - Refuge\*](#)

## Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any DDSL(s)) should be aware of contact details and referral routes into the Local Housing Authority so they can raise / progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and / or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not,

replace a referral into the MASH / local authority children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. There are factsheets, which usefully summarise the new duties: "[Homeless Reduction Act Factsheets](#)".

The new duties shift the focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases, school staff will be considering homelessness in the context of children who live with their families and intervention will be on that basis.

## Mental Health

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

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

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

More information can be found in the [Mental Health and Behaviour in Schools Guidance](#).

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

### Children requiring mental health support

Schools have an important role to play in supporting the mental health and wellbeing of their children.

The school has clear systems and processes in place for identifying possible mental health issues, including routes to escalate and clear referral and accountability systems – see *School Specific Details in the Policy*.

Schools can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in [the mental health and behaviour in schools guidance](#).

Children who are mentally healthy have the ability to:

- Develop psychologically, emotionally, intellectually and spiritually

- Initiate, develop and sustain mutually satisfying personal relationships
- Use and enjoy solitude
- Become aware of others and empathise with them
- Play and learn
- Develop a sense of right and wrong
- Resolve (face) problems and setbacks and learn from them.

Staff seeing children regularly are well placed to spot any changes in behaviour that might indicate an issue. The balance between the risk and protective factors set out above is most likely to be disrupted when difficult events happen in children's lives. This includes loss or separation (e.g. death, parental separation, divorce, hospitalisation etc.). It also includes other life changes (e.g. transition to a new school, birth of a sibling, bullying, domestic abuse etc.).

Some children experience a range of emotional and behavioural problems that are outside the normal range for their age or gender. These children could be described as experiencing mental health issues / problems or disorders.

Mental health professionals have defined these as:

- Emotional disorders such as phobias, anxiety states and depression
- Conduct disorders such as stealing, defiance, fire-setting, aggression and anti-social behaviour
- Hyperkinetic disorders such as disturbance of activity and attention
- Developmental disorders such as delay in acquiring certain skills such as speech, social ability or bladder control, primarily affecting children with autism and those with pervasive developmental disorders
- Attachment disorders such as children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachment to parents or major care givers
- Other mental health problems including eating disorders, habit disorder, post-traumatic stress syndromes, somatic and psychotic disorders (such as schizophrenia and manic depressive behaviour).

The DfE has published advice and guidance [Preventing Bullying](#). The [Promoting and supporting mental health and wellbeing in schools and colleges](#) guidance sets out how schools can help prevent mental health problems by promoting resilience as part of an integrated, whole school approach to social and emotional wellbeing, which is tailored to the needs of their children.

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

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

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



## Preventing Radicalisation (Also See the Trust's "Preventing Radicalisation & Extremism" Policy)

### Definitions and Information

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces
- **Radicalisation** is the process of a person legitimising support for, or use of, terrorist violence
- **Terrorism** is an action that endangers or causes serious violence to a person / people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harm and abuse, protecting children from this risk should be part of the school's safeguarding approach. Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are [factors that may indicate concern](#). It is possible to protect people from extremist ideology and intervene to prevent those at risk of radicalisation being drawn into terrorism.

### Actions / Process

As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL (or DDSL) [making a Prevent referral](#). The DSL and DDSL should be aware of local procedures for making a Prevent referral – *see below*.

Although not a cause for concern on their own, possible indicators when taken into consideration alongside other factors or context may be a sign of being radicalised.

### The Prevent Duty

#### Definitions and Information

All schools are subject to a duty under section 26 of the Counterterrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from becoming terrorists or supporting terrorism". This duty is known as the Prevent duty.

The Prevent duty should be seen as part of the school's wider safeguarding obligations. DSLs, DDSLs and other senior leaders should familiarise themselves with the [Prevent duty guidance: for England and Wales](#), especially paragraphs 141-210, which are specifically concerned with education (and also covers childcare).

The guidance is set out in terms of **three general themes: leadership and partnership, capabilities and reducing permissive environments**.

The **local agenda** supports the Prevent Strategy. Communities and local authorities have a key part to play in developing a sense of belonging and will be an important part of wider partnership working. The threat is not just from radical religious groups such as 'Islamic State' but also from radical 'far right' and other political groups who may attempt to radicalise children and young people.



### Actions / Process

West Northants Council and North Northants Council has embedded Prevent into its safeguarding procedures. Any contacts made with concerns in relation to Prevent should be assessed through the MASH. **If there are concerns that a child or young person may be vulnerable to violent extremism or radicalisation the DSL within the school should be informed and, after initial discussions, a multi-agency referral form should be submitted to the MASH.**

### Risk Assessment

School staff should know how to make a referral where they have concerns about potential radicalisation.

Advice and guidance can be sought from the Prevent Engagement Officers at Northamptonshire Police:

E-mail: [prevent@northants.pnn.police.uk](mailto:prevent@northants.pnn.police.uk) or phone **101**, or from the national Police Prevent advice line **0800 011 3764**.

Actual Referrals must go to the MASH.

### Working in Partnership

Schools are required to work in partnership with the NSCP, the Home Office trained Prevent Engagement Officers and other partner agencies to safeguard and promote the welfare of children. Prevent Engagement Officers and other partners should be accessed as relevant to provide advice and support with regard to this duty.

Effective engagement with parents / carers and their families is also important as they are in a key position to spot signs of radicalisation. The school recognises it is important to assist and advise families who raise concerns and direct them to support mechanisms.

### Staff Training

In line with the Prevent Duty, the school is required to assess training needs in the light of their assessment of risk. For details of individual school risk assessments – *see School Specific Details at the end of the Safeguarding / Child Protection Policy (the Policy)*.

The DSL will access Prevent training in line with the requirements of **KCSIE** and disseminate appropriate information to other school staff. In addition, all staff will complete Channel online training and certificates will be retained. *For information on Channel – see below.*

### IT Policies

Measures are in place at the school, which include filtering and monitoring of online access. Learning experiences are in place, evaluated and regularly reviewed, which help the children to understand ways in which to stay safe online. Further details of measures taken can be found in *School Specific Details in the Policy*.

Suspected on-line terrorist content can be reported to HM Government: [www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism)

### Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and 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 may be asked to attend

the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided.

The DSL (or DDSL) should consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives.

Statutory guidance on Channel is available at: [Channel guidance](#) and [Channel training](#) from the Home Office.

### Further Information and additional support

The DfE has published further advice for those working in education settings with safeguarding responsibilities on the [Prevent Duty](#). The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed two e-learning modules:

- [Prevent awareness e-learning](#) offers an introduction to the Prevent duty
- [Prevent referrals e-learning](#) supports staff to make Prevent referrals that are **robust, informed and with good intention**

[Educate Against Hate](#), is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help staff identify and address the risks, as well as build resilience to radicalisation.

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

London Grid for Learning have also produced useful resources on Prevent ([Online Safety Resource Centre - London Grid for Learning \(lgfl.net\)](#)).

- [PREVENT](#) (see GOV.UK website)
- Community Safety Team, [West Northants Council](#) and [North Northants Council](#).

## Self-Harm and Suicidal Tendencies

Self-harm, self-mutilation, eating disorders, suicide threats and gestures by a child must always be taken seriously, as they could be indicative of a serious mental or emotional disturbance.

## Serious Violence

### Definitions and Information

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include:

- Increased absence from school
- A change in friendships or relationships with older individuals or groups
- A significant decline in performance

- Signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries
- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (*see above for criminal exploitation*).

All staff should be aware that the likelihood of involvement in serious violence may be increased by factors such as:

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment and having been involved in offending, such as theft or robbery.

A fuller list of risk factors can be found in the Home Office's [Serious Violence Strategy](#).

All staff should also be aware that violence can often peak in the hours just before or just after school, when children are travelling to and from school. These times can be particularly risky for young people involved in serious violence.

Advice for schools is provided in the Home Office's [Criminal exploitation of children and vulnerable adults: county lines guidance](#). The [Youth Endowment Fund \(YEF\) Toolkit](#) sets out the evidence for what works in preventing young people from becoming involved in violence.

### **So-called 'Honour Based Abuse' (HBA) (including Female Genital Mutilation (FGM) and Forced Marriage)**

#### **Definitions and Information**

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and / or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

#### **Actions / Process**

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the DSL (or DDSL). As appropriate, the DSL (or DDSL) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and local authority children's social care.

## Female Genital Mutilation (FGM)

### Definitions and information

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

FGM is usually carried out on girls between the ages of 5 and 14 years, but younger girls and adult women are sometimes victims of this procedure.

FGM is extremely traumatic. It can lead to serious, life-long physical and mental health problems. Internationally, FGM is recognised as a violation of the human rights of girls and women and when performed on a child, is a violation of the Rights of the Child. With growing and emerging migrant populations in Northamptonshire it is vital that agencies and organisations in Northamptonshire work together to ensure they put plans in place to raise awareness of its illegality and the risks, to prevent further procedures and support women who have experienced FGM.

### Actions / Process

#### **FGM mandatory reporting duty for teachers**

Whilst **all** staff should speak to the DSL (or DDSL) with regard to any concerns about FGM, section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a **statutory duty upon teachers** along with regulated health and social care professionals in England and Wales, to **report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. **Those failing to report such cases may face disciplinary sanctions.** It will be rare for teachers to see visual evidence, and they should **not** be examining children, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation: procedural information](#).

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

**Identifying a child at risk of FGM** – indications that FGM may be **about** to take place:

- The family comes from a community that is known to practice FGM (it may also be possible that they will practice FGM if a female family elder is around)
- Parents requesting permission for their girls to be taken out of school two weeks before or after the holidays (recovery period can be up to 8-10 weeks)
- A child talking about a long holiday to her country of origin or another country where the practice is prevalent
- A child talking about “becoming a woman” or “rites of passage” or a “special ceremony”
- A child talking about new clothing or special outfits

- A child may confide in a professional that she is about to undergo a “special procedure” or attend a special occasion
- Becoming withdrawn or acting out of character
- There are older girls or women in the family (e.g. older sister/s, mother) who have undergone FGM
- Any female child born to a woman who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family
- Any female child who has a sister who has already undergone FGM must be considered to be at risk, as must other female children in the extended family.

**Identifying a child who has been subject to FGM** – indications that FGM may have **already** taken place:

- A child may spend long periods of time away from the classroom during the day with bladder or menstrual problems
- Frequently girls who have undergone FGM find it harder to urinate and it will therefore take longer to pass urine
- There may be prolonged absences from school
- A prolonged absence from school with noticeable behaviour changes on the girl’s return could be an indication that the girl has recently undergone FGM
- A child requiring to be excused from physical exercise lessons without the support of her GP
- A child may confide in a professional or ask for help.

Professionals encountering a girl or woman who has undergone FGM should also be alert to the risk of FGM in relation to her:

- Younger siblings
- Current daughters or daughters she may have in the future
- Extended family members.

Further information can be found in the [Multi-agency statutory guidance on female genital mutilation](#) and the [FGM resource pack](#) particularly section 13.

Also the NSCP Guide: [Female Genital Mutilation](#)

## Forced Marriage

### Definitions and Information

**Forcing a person into a marriage is a crime in England and Wales.** A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological (for example, when someone is made to feel like they’re bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage.

Staff should be aware that forced marriage is not the same as arranged marriage (where both parties consent) and that forced marriage can happen to children as young as ten years of age.

### Actions / Process

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (chapter 8 provides guidance on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can be found at [The Right to Choose: Government Guidance on Forced Marriage](#).

School staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fm@fcdo.gov.uk](mailto:fm@fcdo.gov.uk)

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

### Substance Abuse

There are many reasons why adults take drugs or drink alcohol. If doing so has negative consequences, then it may be regarded as misuse. Some people take greater risks than others do, but anyone can have a problem with drugs or alcohol.

To be healthy and develop normally, children must have their basic needs met. If a parent / carer is more concerned with feeding an addiction, or is under the influence of drugs or alcohol, it may reduce their ability to meet their children's needs.

A disorganised lifestyle is a frequent consequence of substance misuse. Parents / carers may fail to shop, cook, wash, clean, attend appointments or pay bills. This can lead to an inadequate home environment for children.

Children need conversation and play to stimulate their mental development, but substance misuse may affect a parent's / carer's ability to engage with their child. It may also affect a parent's / carer's ability to control their emotions. Severe mood swings and angry outbursts may confuse and frighten a child, hindering healthy development and control of their own emotions. Such parents / carers may even become dependent on their own child for support. This can put stress on a child and may mean they miss out on the experiences of a normal childhood.

Other consequences of substance misuse may include: lost jobs, unsafe homes, broken marriages, severed family ties and friendships. The disruption caused by efforts by the local authority to help is also likely to negatively affect a child.

There are several signs that may indicate that someone has a problem. Adults who misuse drugs or alcohol may:

- Become consumed or violent
- Drink alone
- Drink every day
- Get "the shakes" when they have not had a drink
- Miss work or social activities
- Neglect their own health, appearance and homes
- Not be able to stop their drug or drinking habit
- Try to hide or deny their problem.

The signs that may indicate that a child is being neglected due to parent's / carer's drug or alcohol misuse include:

- Poor appearance
- Delayed development
- A child who is caring for a parent.

### Upskirting

The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019.

'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm'. It is a criminal offence. Anyone of any sex can be a victim.



## Appendix B – Roles and Responsibilities

### Appendix B1 - Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL)

#### Designated Safeguarding Lead

The Headteacher must appoint an appropriate **senior member** of staff from the school **leadership team** to the role of Designated Safeguarding Lead (DSL) and (an) appropriate senior member(s) of staff to deputise for the DSL (DDSL(s)) in their absence. The DSL should take **lead responsibility** for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). This should be explicit in the role holder's job description.

The responsibilities of the DSL are found in full in **Annex C of KCSIE** and are also set out here:

#### 1. Manage referrals

The DSL is expected to refer cases:

- Of suspected abuse and neglect to the MASH as required and support staff who make referrals to local authority children's social care
- To the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- To the Disclosure and Barring Service as required, where a person has been dismissed or has left due to risk / harm to a child
- Where a crime may have been committed to the Police as required. [NPCC – When to call the police](#) should aid understanding of when to consider calling the police and what to expect when working with the police.

#### 2. Working with others

The DSL is expected to:

- Act as a source of support, advice and expertise for all staff
- Act as a point of contact with the safeguarding partners (*for information re: safeguarding partners – see part of Paragraph 3.1 on page 11 of the Policy*)
- Provide information to the NSCP / local authority on safeguarding and child protection, including co-operating with other agencies and supporting with MASH enquiries (including during evenings / holidays where required)
- Liaise with the headteacher to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - [PACE Code C 2019](#)
- As required, liaise with the "case manager" (as per **Part four of KCSIE**) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member (including supply staff and contractors)
- Liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and SENCOs) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically

- Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health
- Promote supportive engagement with parents and / or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school. This includes:
  - ensuring that the school knows who are the children who have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for these children; and,
  - supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

### 3. Information sharing and managing the child protection file

The DSL is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely on MyConcern.

Records should include:

- A clear and comprehensive summary of the concern
  - Details of how the concern was followed up and resolved
  - A note of any action taken, decisions reached and the outcome
- (See paragraph 4.10 of the Policy.)*

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in *paragraph 4.9 of the Policy*.

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

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

#### 4. Raising Awareness

The DSL should:

- Ensure each member of staff has access to, and understands, the School's Safeguarding / Child Protection Policy and procedures including the Allegations / Concerns Policy in relation to adults, especially new and part-time staff
- Ensure that, following review of the Trust's Safeguarding / Child Protection Policy, procedures are updated and reviewed regularly (and in particular ensure that the section on *School Specific Details in the Policy* is updated) and that the Policy is implemented
- Ensure the Safeguarding / Child Protection Policy is available publicly and parents / carers know that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- Help promote educational outcomes by sharing information about welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and the school leadership staff, and
- Ensure each member of staff understands how MyConcern operates.

#### 5. Training, knowledge and skills

The DSL (and any DDSL(s)) should undergo training to provide them with the knowledge required to carry out the role. The training should be updated at least every two years. The DSL and DDSL(s) should also undertake Prevent awareness training.

Training should provide DSLs with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

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

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them.

Training should also develop their expertise to enable them to provide advice and support to other staff as set out in paragraph 6 below.

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

## 6. Providing support to staff

The DSL should:

- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters
- Ensure that staff are supported during the referrals processes, and
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

## 7. Understanding the views of children

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

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

## 8. Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in *the Policy*, and therefore the DSL should be equipped to:

- Understand the importance of information sharing, both within the school, and with other schools on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
- Be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc
- Understand how MyConcern operates and be able to operate it effectively in line with Trust guidance
- Ensure all staff have induction training covering safeguarding and child protection and are able to recognise and report any concerns immediately they arise, and
- Ensure all staff are given, read, and sign to acknowledge having read and understood:
  - Safeguarding / Child Protection Policy
  - **KCSIE – Part one**
  - Adult Code of Conduct

- Allegations / Concerns Policy in relation to adults
- Acceptable Use Policy (AUP)
- PDET IT Controls Policy
- Behaviour Policy
- Attendance Policy
- Prevent Duty
- British Values and Preventing Radicalisation & Extremism Policy, and
- Whistleblowing Policy.

### Availability

During term time the DSL (or a DDSL) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the DSL (or DDSL) would be expected to be available in person, it is a matter for the school, working with the DSL, to define what “available” means and whether in exceptional circumstances availability via phone or other media is acceptable.

It is a matter for the school and the DSL to arrange adequate and appropriate cover arrangements for any out of hours / out of term activities.

### Deputy Designated Safeguarding Leads

Deputies should be trained to the same standard as the DSL and the role should be explicit in their job description. Whilst the activities of the DSL can be delegated to appropriately trained deputies, **the ultimate lead responsibility for child protection, as set out above, remains with the DSL; this lead responsibility is not to be delegated.**

## Appendix B2 – Directors

In accordance with the Statutory guidance “*Keeping children safe in education*” – September 2025 (*KCSIE*), the Board of Directors (the Board) will ensure that:

- All members of the Board have:
  - Enhanced Disclosure & Barring Service (DBS) checks
  - Section 128 Checks
  - produced evidence of their right to work in the UK
  - appropriate safeguarding / child protection (including online) awareness and have training at induction and that this is updated as appropriate throughout the year, and
  - read *the whole of KCSIE*.
- The schools have safeguarding / child protection procedures and training in place, which are, effective and comply with the law at all times and in line with *the Policy*, in order for appropriate action to be taken in a timely manner to safeguard and promote children’s welfare
- *The Policy* is made available publicly via the schools’ websites and safeguarding information can be found in the entrances / receptions of the schools
- Opportunities are provided for staff in the schools to contribute to and shape safeguarding arrangements for their individual school and how *the Policy* is implemented in the school through staff meetings and other training sessions
- Relevant policies and procedures are implemented, including: the Trust’s *Adult Code of Conduct* (which includes information regarding; acceptable use of technologies, staff / children relationships, safeguarding concerns / allegations about staff, including supply teachers, volunteers and contractors, and communications including the use of social media), and the *Allegations / Concerns Policy in relation to adults*, and the *Acceptable Use Policy (AUP)*
- The schools and the Trust operate safer recruitment practices, including appropriate use of references and all required checks on new staff and volunteers in line with the requirements of *Part three of KCSIE*. They will also ensure that Headteachers, any Directors and other staff, as appropriate, involved in the recruitment process have undertaken Safer Recruitment training, which as a minimum covers the content of *Part three of KCSIE*, and keep it regularly updated (the Trust requirement is at least every 5 years)
- There are procedures in place (in line with *the Policy*) to manage safeguarding concerns and allegations against staff (including supply teachers, volunteers and contractors)
- There is an appropriate senior member of the school’s **leadership team** in each school, who has the appropriate status and authority within the school to carry out the duties of the post, who is designated to take **lead responsibility** for safeguarding and child protection (including online safety) (the DSL) and that there is always cover for this role (the Deputy DSL(s)). This responsibility is explicit in the role holder’s job description
- The DSLs (and Deputy DSL(s)) undertake training (in addition to the training and updates required in paragraph 4.2.2 of *the Policy*) to provide them with the knowledge required to carry out the role and this is refreshed / updated at least every two years, as required by law. Additionally, that the DSLs (and Deputy DSL(s)) undertake Prevent awareness training
- There is an individual Director who will champion issues to do with safeguarding children and child protection across the Trust, monitor practices and procedures, liaise with the Trust’s Safeguarding Lead, and provide information and reports to the Board. Their details are found under ‘Named Leads & Initial Contacts’ on page 3 of *the Policy*
- All staff and volunteers undergo safeguarding and child protection training (including online safety) as part of their induction, the training is regularly updated, and induction and training is in line with any advice from the safeguarding partners (*see part of paragraph 3.1 of the Policy* –

(page 11) for information regarding safeguarding partners). In addition, all staff receive regular safeguarding and child protection updates, including online safety (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. For specific details in relation to each school – see *School Specific Details in the Policy*

- New staff and volunteers are made aware of the school’s arrangements for safeguarding and child protection and of their responsibilities. The Board will also ensure that, as part of induction procedures, the documents listed in the paragraph on ‘Induction’ *section 4.2.1 of the Policy* are used and / or explained and copies provided
- Those staff who work directly with children read **at least Part one and Annex B of KCSIE**, the senior leadership team and above (and especially the DSL) read **the whole of KCSIE**, and, working with the senior leadership team and especially the DSL, that those staff who do not work directly with children read **Part one**
- A proportionate risk-based approach is taken to the level of information that is provided to temporary staff and volunteers
- Safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning. Whilst considering training requirements, Directors should have regard to the Teachers’ Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and require teachers to have a clear understanding of the needs of all children
- Children are taught about safeguarding, including online safety, through teaching and learning opportunities and a broad, balanced curriculum – for details for individual schools– see *the section on School Specific Details in the Policy*. The Board recognises that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some children with SEND might be needed
- The Board and the senior leadership teams, especially the DSLs and DDSL(s), are aware of and follow their local arrangements, including the local criteria for action and the local protocol for assessment. They also ensure they are reflected in their own policies and are prepared to supply information as requested by the safeguarding partners
- The schools contribute to multi-agency working in line with statutory guidance [\*“Working Together To Safeguard Children”\*](#)
- Arrangements are in place that set out clearly the processes and principles for sharing information within the schools and with children’s social care, the safeguarding partners, other organisations, agencies, and practitioners as required
- Relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the UK GDPR
- Information is provided to the local authority (on behalf of the [\*NSCP\*](#)) through the Section 175 Safeguarding Audit and other information, as requested
- Systems are in place, well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback
- Children’s wishes and / or feelings are taken into account when determining what action to take and services to provide (voice of the child). The schools follow the “Signs of Safety” approach required by NSCP. See *Paragraph 5.1 of the Policy for more details on pupil voice*
- Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, the schools are doing all that they reasonably can to limit children’s exposure to the risks from the School / Trust’s IT system. As part of this process, the Board should ensure the schools have appropriate filtering and



monitoring systems in place to monitor staff and children's internet usage – see *paragraph 3.3.4 of the Policy* and for specific details in relation to a school – see *School Specific Details in the Policy*

- The schools have clear systems and processes in place for identifying possible mental health issues, including routes to escalate and clear referral and accountability systems
- The schools have appropriate safeguarding arrangements in place to respond to children who are absent from education, particularly on repeat occasions and / or for prolonged periods – see *section on 'Children Absent from Education' in paragraph 5.1.2 of the Policy*
- A designated teacher is appointed for each school who will work with the local authorities to promote the educational achievement of children who are looked after and those who were previously looked after and will ensure this person has appropriate training and the relevant qualifications and experience. For details of the current teacher at a school – see *School Specific Details in the Policy*
- Staff have the knowledge and understanding to keep looked after children safe
- The Central Executive deals with any allegations of abuse made against the Headteacher, in liaison with one of the local authority Designated Officers (LADO) and in accordance with the provisions of **Part four of KCSIE** and the Trust's Allegations / Concerns Policy in relation to adults
- There are clear procedures for dealing with allegations of child-on-child abuse, including child-on-child sexual violence and sexual harassment
- Processes are in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour
- In the event that Alternative Provision has to be commissioned for a child the school will have regard to:
  - [Alternative Provision](#) DFE statutory guidance, and
  - [Education for children with health needs who cannot attend school](#) - GOV.UK.

## Appendix B3 – Headteacher

The Headteacher of the school will ensure that:

- The Trust's and School's policies and procedures, and particularly concerning referrals of cases of suspected abuse and neglect, are effectively implemented, understood and followed by **all** staff
- Sufficient resources and time are allocated to enable the DSL and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children
- Safeguarding concerns and allegations about staff, including supply teachers, volunteers and contractors working at the school are notified to the local authority Designated Officer (LADO) and that they follow the principles and procedures set out in **Part four of KCSIE** and the Trust's *Allegations / Concerns Policy in relation to adults*
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively, confidentially and effectively in a timely manner
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and, that if all else fails, to report these directly to the MASH or the Police.

## **Appendix C - Additional Advice and Support (extracted from KCSIE) and Other Useful Links**

### **Additional advice and support**

There is a wealth of information available to support schools. The following list is not exhaustive but should provide a useful starting point:

#### **Abuse**

- Centre of Expertise on Child Sexual Abuse has introduced new resources to help education professionals identify and respond to [concerns of child sexual abuse and abusive behaviours](#)
- [Domestic abuse: Various Information/Guidance](#) - Home Office (HO)
- [Faith based abuse: National Action Plan](#) - DfE advice
- [Forced marriage resource pack](#)
- [Disrespect NoBody campaign - GOV.UK](#) - Home Office website
- [Tackling Child Sexual Abuse Strategy](#) – Home Office policy paper
- [Together we can stop child sexual abuse](#) – HM Government campaign.

#### **Bullying**

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

#### **Children Missing from Education, Home or Care**

- [Children missing education](#) - DfE statutory guidance
- [Child who run away or go missing from home or care](#) - DfE statutory guidance
- [Missing Children and Adults Strategy](#) - Home Office strategy

#### **Children with Family Members in Prison**

- [National Information Centre on Children of Offenders](#) - Barnardo's in partnership with HM Prison and Probation Service

#### **Child Exploitation**

- [Safeguarding children who may have been trafficked](#) - DfE and Home Office guidance
- [Care of unaccompanied migrant children and child victims of modern slavery](#) - DfE statutory guidance
- [Modern slavery: how to identify and support victims](#) – HO statutory guidance
- [Child exploitation disruption toolkit](#) - HO statutory guidance
- [Preventing Child Sexual Exploitation](#) – The Children's Society and Home Office
- [County Lines Toolkit For Professionals](#) - The Children's Society in partnership with Victim Support and National Police Chiefs' Council
- [Multi-agency practice principles for responding to child exploitation and extra-familial harm](#) – Non-statutory guidance for local areas, developed by the Tackling Child Exploitation (TCE) Support Programme, funded by the Department for Education and supported by the Home Office, the Department for Health and Social Care and the Ministry of Justice

#### **Confidentiality**

- [Gillick competency Fraser guidelines](#) - Guidelines to help with balancing children's rights along with safeguarding responsibilities.

## Drugs

- [From Harm to Hope: A 10-years drugs plan to cut crime and save lives](#) - Home Office strategy
- [Honest information about drugs](#) - Talk to Frank website
- [Drug and Alcohol education — teacher guidance & evidence review](#) – PSHE Association

## (So-called) “Honour Based Abuse” including FGM and forced marriage

- [Female genital mutilation: information and resources](#) - Home Office guidance
- [Female genital mutilation: multi agency statutory guidance](#) - DfE, Department for Health, and Home Office
- [Forced marriage](#) - Forced Marriage Unit (FMU) resources
- [Forced marriage](#) - Government multi-agency practice guidelines and multi-agency statutory guidance
- [FGM resource pack](#) – HM Government guidance

## Health and Well-being

- [Rise Above: Free PSHE resources on health, wellbeing and resilience](#) - Public Health England
- [Supporting pupils at schools with medical conditions](#) - DfE statutory guidance
- [Mental health and behaviour in schools](#) - DfE advice
- [Overview - Fabricated or induced illness](#) - NHS advice

## Homelessness

- [Homelessness code of guidance for local authorities](#) – Department for Levelling Up, Housing and Communities guidance

## Information Sharing

- [Government information sharing advice](#) - Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers
- [Information Commissioner's Office: Data sharing information hub](#) - Information to help schools and colleges comply with UK data protection legislation including UK GDPR

## Online Safety-Advice

- [Childnet](#) provide guidance for schools on cyberbullying
- [Educateagainsthate](#) provides practical advice and support on protecting children from extremism and radicalisation
- [London Grid for Learning](#) provides advice on all aspects of a school or college’s online safety arrangements
- [NSPCC E-safety for schools](#) provides advice, templates, and tools on all aspects of a school or college’s online safety arrangements
- [Safer recruitment consortium](#) “guidance for safe working practice”, which may help ensure staff behaviour policies are robust and effective
- [Searching screening and confiscation](#) is departmental advice for schools on searching children and confiscating items such as mobile phones
- [South West Grid for Learning](#) provides advice on all aspects of a school or college’s online safety arrangements
- [Use of social media for online radicalisation](#) - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq
- [Online Safety Audit Tool](#) from UK Council for Internet Safety to help mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring
- [Online safety guidance if you own or manage an online platform](#) DCMS advice

- [A business guide for protecting children on your online platform](#) DCMS advice
- [UK Safer Internet Centre](#) provide tips, advice, guides and other resources to help keep children safe online

### Online Safety- Remote Education, Virtual Lessons and Live Streaming

- [Guidance Get help with remote education](#) resources and support for teachers and school leaders on educating pupils and students
- [Departmental guidance on safeguarding and remote education](#) including planning remote education strategies and teaching remotely
- [London Grid for Learning](#) guidance, including platform specific advice
- [National cyber security centre](#) guidance on choosing, configuring and deploying video conferencing
- [UK Safer Internet Centre](#) guidance on safe remote learning

### Online Safety- Support for Children

- [Childline](#) for free and confidential advice
- [UK Safer Internet Centre](#) to report and remove harmful online content
- [CEOP](#) for advice on making a report about online abuse

### Online Safety- Parental Support

- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, and to find out where to get more help and support
- [Commonsensemedia](#) provide independent reviews, age ratings, & other information about all types of media for children and their parents
- [Government advice](#) about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying
- [Internet Matters](#) provide age-specific online safety checklists, guides on how to set parental controls, and practical tips to help children get the most out of their digital world
- [Welcome to Marie Collins Foundation](#) – Sexual Abuse Online
- [London Grid for Learning](#) provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- [Stopitnow](#) resource from [The Lucy Faithfull Foundation](#) can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)
- [National Crime Agency/CEOP Thinkuknow](#) provides support for parents and carers to keep their children safe online
- [Parentzone](#) provides help for parents and carers on how to keep their children safe online
- [Talking to your child about online sexual harassment: A guide for parents](#) – This is the Children's Commissioner's parental guide on talking to their children about online sexual harassment

### Private fostering

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

### Radicalisation

- [Prevent duty guidance](#) - Home Office guidance
- [Prevent duty: additional advice for schools and childcare providers](#) - DfE advice
- [Educate Against Hate website](#) - DfE and Home Office advice
- [Prevent for FE and Training](#) - Education and Training Foundation (ETF)
- [Extremism and Radicalisation Safeguarding Resources](#) – Resources by London Grid for Learning
- [Managing risk of radicalisation in your education setting](#) – DfE guidance

## Serious Violence

- [Serious violence strategy](#) - Home Office Strategy
- [Factors linked to serious violence and how these factors can be used to identify individuals for intervention](#) – Home Office
- [Youth Endowment Fund](#) – Home Office
- [Gangs and youth violence: for schools and colleges](#) - Home Office advice
- [Tackling violence against women and girls strategy](#) - Home Office strategy
- [Violence against women and girls: national statement of expectations for victims](#) - Home Office guidance

## Sexual Violence and Sexual Harassment

### Specialist Organisations

- [Barnardo's](#) - UK charity caring for and supporting some of the most vulnerable children and young people through their range of services
- [Lucy Faithful Foundation](#) - UK-wide child protection charity dedicated to preventing child sexual abuse. They work with families affected by sexual abuse and also run the confidential Stop it Now! Helpline
- [Marie Collins Foundation](#) – Charity that, amongst other things, works directly with children, young people, and families to enable their recovery following sexual abuse
- [NSPCC](#) - Children's charity specialising in child protection with statutory powers enabling them to take action and safeguard children at risk of abuse
- [Rape Crisis](#) - National charity and the umbrella body for their network of independent member Rape Crisis Centres
- [UK Safer Internet Centre](#) - Provides advice and support to children, young people, parents, carers and schools about staying safe online

### Harmful Sexual Behaviour

- [Rape Crisis \(England & Wales\)](#) or [The Survivors Trust](#) for information, advice, and details of local specialist sexual violence organisations
- [NICE guidance](#) contains information on, amongst other things: developing interventions; working with families and carers; and multi-agency working
- [HSB toolkit](#) The Lucy Faithfull Foundation - designed for parents, carers, family members and professionals, to help everyone play their part in keeping children safe. It has links to useful information, resources, and support as well as practical tips to prevent harmful sexual behaviour and provide safe environments for families  
The Lucy Faithfull Foundation also run [shorespace.org.uk](https://shorespace.org.uk) which provides a safe and anonymous place for young people to get help and support to prevent harmful sexual behaviours
- [NSPCC Learning: Protecting children from harmful sexual behaviour](#) and [NSPCC - Harmful sexual behaviour framework](#)- free and independent advice about HSB
- [Beyond Referrals: Harmful sexual behaviour | Contextual Safeguarding](#) provides a school self-assessment toolkit and guidance for addressing HSB in schools
- [Preventing harmful sexual behaviour in children - Stop It Now](#) provides a guide for parents, carers and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline.

### Support for Victims

- [Anti-Bullying Alliance](#) - Detailed information for anyone being bullied, along with advice for parents and schools. Signposts to various helplines and websites for further support
- [Rape Crisis](#) - Provide and signpost to a range of services to support people who have experienced rape, child abuse or any kind of sexual violence

- [The Survivors Trust](#)- UK-wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence and child sex abuse
- [Victim Support](#) - Supporting children and young people who have been affected by crime. Also provides support to parents and professionals who work with children and young people – regardless of whether a crime has been reported or how long ago it was
- [Childline](#) provides free and confidential advice for children and young people

### **Toolkits**

- [NSPCC](#) - Online Self-assessment tool to ensure organisations are doing everything they can to safeguard children
- [NSPCC](#) - Resources which help adults respond to children disclosing abuse
- NSPCC also provides free and independent advice about HSB: [NSPCC - Harmful sexual behaviour framework](#)
- [Safeguarding Unit, Farrer and Co. and Carlene Firmin, MBE, University of Bedfordshire](#) - Peer-on-Peer Abuse toolkit provides practical guidance for schools on how to prevent, identify early and respond appropriately to peer-on-peer abuse
- [Beyond Referrals | Contextual Safeguarding](#) – self-assessment toolkit for schools to assess their own response to HSB and levers for addressing HSB in schools
- [Childnet - STAR SEND Toolkit](#) equips, enables and empowers educators with the knowledge to support young people with special educational needs and disabilities (SEND)
- [Childnet - Just a joke?](#) provides lesson plans, activities, a quiz and teaching guide designed to explore problematic online sexual behaviour with 9-12 year olds
- [Childnet - Step Up, Speak Up](#) a practical campaign toolkit that addresses the issue of online sexual harassment amongst young people aged 13-17 years old
- [NSPCC - Harmful sexual behaviour framework](#) an evidence-informed framework for children and young people displaying HSB
- Farrer & Co: [Addressing child on child abuse: a resource for schools and colleges](#). This resource provides practical guidance for schools and colleges on how to prevent, identify early and respond appropriately to child-on-child abuse.

### **Sharing Nudes and Semi-Nudes**

- [London Grid for Learning-collection of advice](#) - Various information and resources dealing with the sharing of nudes and semi-nudes
- [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) - Advice for schools and colleges on responding to incidents of non-consensual sharing of nudes and semi-nudes

### **Support for Parents / Carers**

- National Crime Agency's [CEOP Education Programme](#) – Provides information for parents and carers to help protect their child from online child sexual abuse, including [#AskTheAwkward - help to talk with your children about online relationships \(thinkuknow.co.uk\)](#) – Guidance on how to talk to their children about online relationships



## Other Useful Links

### Local

#### Multi-Agency Safeguarding Hub (MASH)

- NNC & WNC - 0300 126 7000
- Online referral form is available at: [online referral form](#) (if requested by the MASH)

#### Local Authority Designated Officer (LADO)

- Online referral form is available at: [Referral Form](#)
- Email Address: [LADOConsultations@NCTrust.co.uk](mailto:LADOConsultations@NCTrust.co.uk)
- Designated Officers for North Northamptonshire and West Northamptonshire are:
  - Andy Smith, 07850 854309
  - Sian Edwards, 07738 636449
  - Francesca Hamilton, 07443 348415.

#### Northamptonshire Safeguarding Children Partnership (NSCP)

[Home - Northamptonshire SCP](#)

#### Thresholds and Pathways Document

[Thresholds / Making A Referral - Northamptonshire SCP](#)

#### Early Help

[Early Help - Northamptonshire SCP](#)

#### Education Inclusion & Partnership Team

Online referral form available at:

- NNC - [Contact the Educational Inclusion and Partnership Team - Introduction - Customer Portal](#)
- WNC - [Contact the Educational Inclusion and Partnership Team WNC - Introduction - Online form \(achieveservice.com\)](#)

#### Community Safety Team, North and West Northamptonshire County Councils

Contact Community Safety

- NNC - [Community safety / North Northamptonshire Council \(northnorthants.gov.uk\)](#)
- WNC- [About the Community Safety Partnership / West Northamptonshire Council](#)

#### Prevent Officers

[Prevent / Northamptonshire Police \(northants.police.uk\)](#)

Online referral form available at:

[Refer someone to the Prevent Team / Northamptonshire Police \(northants.police.uk\)](#)

#### Safeguarding Adults access advice

<https://www.northamptonshiresab.org.uk/Pages/default.aspx>

Online referral form available at:

[Reporting concerns / Northamptonshire Safeguarding Adults Board](#)

## **National**

### **National Society for Prevention of Cruelty to Children (NSPCC)**

<http://www.nspcc.org.uk/>

0808 800 5000

[help@NSPCC.org.uk](mailto:help@NSPCC.org.uk)

### **Childline**

<http://www.childline.org.uk>

0800 1111

### **Child Exploitation and Online Protection (CEOP)**

<http://ceop.police.uk/>

### **Professionals Online Safety Helpline**

<https://www.saferinternet.org.uk/helpline/professionals-online-safety-helpline>

0344 381 4772

[helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk)

### **Parents Protect (Safeguarding Information for Parents, Carers and Staff)**

[www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)

0808 1000 900

## **PREVENT**

GOV.UK website

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

### **NSPCC Whistleblowing Helpline**

[Whistleblowing Advice Line | NSPCC](#)

0800 028 0285

[help@nspcc.org.uk](mailto:help@nspcc.org.uk)