



Mayfield School
being the best that we can be

Governing Body's
Safeguarding and Child Protection 2021
(Aligned with Keeping Children Safe in Education September 2021)

'being the best that we can be'

Approved: 7th December 2021
Next Review: Autumn Term 2022

Safeguarding and Child Protection Policy

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Appendices: These appendices are based on the Department for Education's statutory guidance: [Keeping Children Safe in Education 2021](#), [Sexual violence and sexual harassment between children in schools and colleges](#) (revised July 2021) and [Working Together to Safeguard Children 2018](#) (updated Dec 2020) and Reference to other schools relevant to Safeguarding.

Appendix 1a: Reporting a Concern Flowchart

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1. Safeguarding Overview

- 1.1 Safeguarding and promoting the welfare of children is:
- protecting children from maltreatment
 - preventing impairment of children's mental or physical health or development
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care
 - taking action to enable all children to have the best outcomes
- 1.2 The purpose of this document is to assist all staff
- to safeguard and protect children who are at risk of harm, abuse, neglect and exploitation.
 - to have the right to an education and children/young people need to be safe and feel safe in school.
 - to receive support that matches their individual needs, including those who may have experienced abuse.
 - for children and young people to have the right to express their views, feelings and wishes and voice their own values and beliefs.
 - to encourage children and young people to respect each other's values and support each other.
 - to promote and support children and young people meet their emotional, social and mental health needs as well as their educational needs.
 - to contribute to the prevention of abuse, risk/involvement in serious violent crime, victimisation, bullying (including homophobic, bi-phobic, transphobic and cyber bullying), exploitation, extreme behaviours, discriminatory views, and risk-taking behaviour.
- 1.3 At Mayfield School, we are committed to ensuring that safeguarding has a continued commitment from all staff including governors to ensure that the safety and welfare of children is embedded in all our processes and procedures and is therefore enshrined in our ethos.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. Ultimately, all systems, processes and policies in our school operate with the best interests of the child at their heart. School must be a safe place for all children attending. Children not attending school during this time must also be safeguarded, including online, staff must identify and the school must action any concerns brought to them.

Our safeguarding leaders promote a culture of high vigilance across the school to ensure our pupils' safety and wellbeing.

The DSL and Deputies safeguarding team are shown below:

Mrs. Antonia Edghill – Designated Safeguarding Lead

Ms. Lynn Campbell – Deputy Designated Safeguarding Lead in charge of Looked After Children

Mr. Aaron Marsham - Deputy Designated Safeguarding Lead

Mrs. Kathy McCaffery - Deputy Designated Safeguarding Lead

Ms. Diane Farrell - Deputy Designated Safeguarding Lead

2. Legislation and statutory guidance

We fully recognise our responsibility under KCSIE 2021, Working Together 2018, [section 157 of the Education Act 2002](#) and [The Governance Handbook](#) to have arrangements in place to safeguard and promote the welfare of children. This policy has been drawn up based on existing and developing law and guidance that seeks to protect children including:

This policy has been drawn up to comply with statutory and legislative requirements and guidance that seeks to protect children including:

- Education and Training (Welfare of Children) Act 2021
- The Children Act 1989 (and 2004 amendment), as amended by the Children and Social Work Act 2017.
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015.
- The Equality Act 2010 and the Special educational needs and disability (SEND) code of practice: HM Government 2014
- The Data Protection Act 2018 and General Data Information Protection Regulations
- We will follow the relevant local three partner approach procedures from the local boroughs that our children reside - Multi Agency Safeguarding Hub (MASH) as stated below:
 - **Multi Agency Safeguarding Hub (MASH)** is a multi-agency service which makes it easier to access early targeted support when you consider a child, young person or family needs a service that requires a multi-agency response.
 - The focus of the MASH is to work across partner agencies ensuring families receive early help to reduce the need for statutory intervention.
 - **The Multi Agency Safeguarding Hub (MASH)** aims to promote the safety and welfare of children by providing better access to the information that will help to identify safeguarding risk, underpin a clearer understanding of need and lead in turn to effective and proportionate interventions and support.
 - The MASH way of working ensures that children and young people have a better chance of receiving the service that is suitable for them, and we spot any potential problems earlier.

How do I make a referral to Redbridge?

Where a child is at risk of significant harm there may be a need to be persistent in referring concerns to the local authority.

If you have concerns about a child's welfare or suspect that a child is being neglected or abused, please telephone Redbridge Council on:

020 8708 3885 from 9.00am to 5.00pm

020 8708 5897 (after 5.00pm and weekends)

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately using the Multi Agency Referral Form (MARF). Anybody can make a referral. If anyone other than the designated safeguarding lead (DSL) makes the referral, they should inform the DSL as soon as possible.

You may complete and submit a LBR Multi Agency Referral Form (MARF) Template to CPAT.referrals@redbridge.gov.uk.

For immediate help ring the police on 999. [**"National Police Chief's Council \(NPCC\) – When to call the police"**](#)

3. Definitions

- 3.1. **Abuse** is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.
- 3.2. **Child Protection** is an aspect of safeguarding but is focused on how we respond to prevent children suffering, or being likely to suffer, significant harm.
- 3.3. **Children in Need:** A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local safeguarding partners are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.
- 3.4. **Children** include everyone under the age of 18.
- 3.5. **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.
- 3.6. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. Fabricated and induced illness are a form of abuse albeit relatively rare. It is important that staff are aware of the guidance within [Safeguarding Children in Whom Illness is fabricated or induced](#)
- 3.7. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

- 3.8. **Neglect** is a form of abuse and 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.

4. Equality statement

- 4.1 Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising it or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. All staff are particularly alert to the potential need for early help for a child who:
- Is disabled and has specific additional needs. See further details in [Appendix 3: Specific safeguarding issues](#)
 - Has special educational needs (whether or not they have a statutory education, health and care plan). These children may be more prone to peer group isolation than other children and therefore additional pastoral support is provided.
 - Is a young carer
 - Is showing signs of being drawn into antisocial or criminal behaviour, including gang involvement and association with organised crime groups
 - Is at risk of modern slavery, trafficking or exploitation
 - May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
 - Have English as an additional language
 - Is frequently missing/goes missing from care or home
 - Is misusing drugs or alcohol
 - Is known to be living in difficult circumstances, for example living in temporary accommodation or where there are issues such as substance abuse, adult mental health problems or domestic violence
 - Is at risk of FGM, sexual exploitation, forced marriage, or radicalisation
 - Is an asylum seeker
 - Is a looked after child, or has returned home to their family from care (a 'care leaver')
 - Is a privately fostered child
 - Has a parent sent to prison. The National Information Centre of Children of Offenders (NICCO): <https://www.nicco.org.uk/> provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

5. Roles and responsibilities

- 5.1. Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers, governors and external parties within the School and details our whole Mayfield School approach to safeguarding.
- 5.2. Our policy and procedures also apply to any on-site extra-curricular activities and off-site activities provided by the Mayfield School.
- 5.3. Where extra-curricular activity or services are provided by another body, Mayfield School leaders must ensure that this body has the appropriate safeguarding and child protection

policies and procedures in place. This should be part of the lease/hire agreement and if not satisfied, can lead to termination of the agreement. This also includes external bodies providing holiday / summer school activities.

- 5.4. **All staff** have a responsibility to exercise vigilance and to be proactive, in recognising and acting upon signs that suggest a child may be in need of help as well as the signs of abuse and neglect. This includes the signs related to peer on peer sexual abuse and declining mental health.
- **All staff** will read and sign to indicate their understanding of Part 1 of the Department for Education's statutory guidance Keeping Children Safe in Education 2021, and review this guidance at least annually.
 - **All staff** should be aware of the process for making referrals to children's social care and for statutory assessments under the Children's Act 1989, especially section 17 (children in need) and section 47 (a child suffering or likely to suffer, significant harm) that may follow a referral, along with a role they might be expected to play in such assessments.
 - **All staff** will read and sign to indicate their understanding of the Mayfield Acceptable Use Policy and Code of Conduct.
 - **All staff** must complete mandatory safeguarding training, including online safety training.
- 5.5. **All staff** will be made aware of our systems which support safeguarding within Mayfield School which are implemented and monitored by the DSL. This includes:
- That abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. Multiple issues are likely to overlap with one another.
 - 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.
 - That peer on peer sexual harassment is never to be treated as 'banter' or 'part of growing up' but that any reported cases will be dealt with seriously, with appropriate sanctions and support provided in line with our Mayfield School behaviour policy. [Behaviour for Learning Policy pdf](#)
 - The process by which a concern about a pupil should be raised. See section 7 below and Appendix 1- Flowchart of reporting a concern.
 - The appropriate safeguarding response to pupils who go missing from education.
 - The early help process and their role within it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals and relevant agencies to support early identification and assessment
 - The process for making referrals to the local safeguarding partnership and for statutory assessments that may follow a referral, including the role they might be expected to play
 - What to do if they identify a safeguarding issue or if a child tells them they are being abused or neglected, including specific issues, such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
 - The signs of different types of abuse and neglect, as well as specific safeguarding issues such as child sexual exploitation (CSE), FGM and radicalisation. See [Appendix 2: Specific safeguarding issues](#)
 - That safeguarding incidents and/or behaviour can be associated with factors outside the Mayfield School and can/or occur between children outside of these environments. These are the contextual factors i.e. wider environmental factors that are present in a child's life that are or may be a threat to their safety and or welfare.

- All staff, but especially the DSL (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Children can be vulnerable to various extra-familial harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
- Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. See Appendix 2 for more information.
- That fabricated and induced illness is a form of abuse albeit relatively rare. It is important that staff are aware of the guidance within [Safeguarding Children in Whom Illness is fabricated or induced](#) and that they are aware of possible signs. Any suspected cases will need to be referred to medical professionals.

5.6. The Designated Safeguarding Lead (DSL)

- The DSL (and deputies) should strive to maintain a complete safeguarding picture. The DSL takes lead responsibility for child protection and wider safeguarding concerns.
- The DSL, Mrs Antonia Edghill, can be contacted, if necessary, on safeguardingteam@mayfieldschool.net. Other DDSLs within the school will also receive the emails.
- When the DSL is absent, Ms Lynn Campbell will be Acting DSL on her behalf
- If, in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. See also point 5.11 below in case of school closure.

5.7. The role of the Designated Safeguarding Lead

The Mayfield School DSL will be given the time, funding, training, resources and support to promote an inclusive, whole school approach to safeguarding. See [Appendix 4: The role of the Designated Safeguarding Lead](#)

- The Designated Safeguarding Lead should take lead responsibility for safeguarding and child protection including online safety.
- Act as a source of support, advice and expertise for all staff;
- Act as a point of contact with the safeguarding partners;
- Liaise with the headteacher to inform him of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- Report any allegations against staff to the Headteacher. As required, liaise with the “case manager” and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- To inform the DSL when reporting serious safeguarding issues relating to children where a referral is needed, and to inform the Headteacher where a concern is raised relating to a member of staff.
- Liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, SENCOs, Lead ELSA) 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;
- Understand the clear expectations about peer on peer abuse in the day to day work of the Mayfield School and communicate these expectations to staff in all roles. See section 8 below.

- Ensure that the systems for pupils to report any concerns are robust and understood by all staff.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Ensure that child protection files are kept up to date and stored securely and confidentially.
- Refer suspected cases, as appropriate to the relevant agency (within the local safeguarding partnership, Channel programme, Disclosure and Disbarring Service, and/or pole), and support staff who make such referrals directly.
- Liaise with ELSA and school Counsellor where safeguarding concerns are linked to mental health to establish appropriate support.
- The DSL should 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 the Mayfield School.
- Ensure that Mayfield School knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort;
- Support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.
- The DSL, Headteacher and the Governing Board are responsible to ensure that children are taught about safeguarding including online safety, as part of providing a broad and balanced curriculum.
- This includes covering relevant issues through the Relationships Education and Relationship and Sex Education curriculum. See the Mayfield School RSE draft policy [RSHE Policy \(draft for consultation\).pdf \(mayfield.net\)](#)

5.8. **The Governance of Safeguarding**

- The Governors will approve this policy template at each review, to hold senior leaders to account for its implementation. This includes fulfilling the commitment that they and Mayfield School leaders are facilitating a whole Mayfield School approach to safeguarding.
- The Governing Board will appoint a named governor to monitor the implementation of this policy in conjunction with the full GB. This must be a different person from the DSL. The GB will require the safeguarding link governor and the Designated Safeguarding Lead to provide a report on the measures they are taking to ensure compliance at regular intervals.
- The safeguarding link governor should carry out their duties with regards to checking the Single Central Record on governing body (GB) meetings in accordance with this document.
- The safeguarding link governor should also follow the monitoring activities for safeguarding within this document and report back to the main governing body.
- The GB performs a vital role in monitoring compliance and challenging the Mayfield School to ensure that best practice is followed. See [Appendix 5: The governance of safeguarding](#). Therefore, all governors must recognise their safeguarding duties towards children in the Mayfield School. GB governors are required to sign in acknowledgement of this responsibility upon joining the GB and this is to be

- The chair of the GB will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate.
- The GB, the headteacher and the DSL (and deputies) should be aware of the department advice: [Sexual violence and sexual harassment](#)

5.9. The Headteacher

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers read this policy as part of their induction.
- Communicating this policy to parents when their child joins the Mayfield School and via the Mayfield School website.
- Ensuring that the DSL has the appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Ensuring that regular checks are carried out on the Single Central Record (SCR) at least once per half term and that the HR are advised of all updates needed to the SCR. Internal cross checks will be made on all SCRs by HR and DSL once per term.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- Monitoring and acting upon notifications from Smoothwall or delegating this responsibility to the DSL.
- Where alternative provision is in place, obtaining written confirmation from that provider that appropriate safeguarding checks have been carried out on individuals working in the provision, i.e. those checks that the school would otherwise perform in respect of its own staff.

6. Recognising abuse and taking action

6.1. Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue. Please refer to [Appendix 2: Specific safeguarding issues](#) for further details. **Always** speak to the DSL or deputy.

6.2. If a child makes a disclosure to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told someone sooner.
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.
- Write up your conversation immediately in the child's own words. Keep it factual and do not include your own judgement.
- Sign and date the written record and pass it on immediately to the DSL.

6.3. If a child is in immediate danger

- Wherever possible, speak to the DSL, first to agree a course of action. Alternatively, make a referral to the local safeguarding partnership directly and/or the police immediately if a child is *in immediate danger or at risk of harm*. Anyone can make a referral.
- Tell the DSL, as soon as possible if you make a referral directly.
- You can also contact the charity NSPCC on 0800 800 5000 if you need advice on the appropriate action. The government website: <https://www.gov.uk/report-child-abuse> provides information on reporting abuse locally.

6.4. If you have concerns about a child (as opposed to a child being in immediate danger)

- The flowchart in [Appendix 1: Reporting concerns](#) demonstrates the procedure to follow if you have concerns about a child's welfare and the child is not in immediate danger (*KCSIE 2021*). The first stage emphasises the need for staff to take **immediate** action where they have a concern about a child. In all cases, the wishes of the child must remain paramount.
- The DSL will keep the case under constant review and if it is appropriate to refer the case to the relevant agency within our local safeguarding partnership. The DSL or DDSL will make the referral or support you to do so.
- The local safeguarding partnership will make a decision within one working day of a referral about the course of action and will inform the referrer of the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not available and ensure outcomes are properly recorded.
- The NSPCC has a dedicated helpline if you have a concern about a child: 0800 028 0285 or you can contact the charity at: help@NSPCC.org.uk.
- The DSL and any deputies will liaise with the three safeguarding partners and work with other agencies in line with [Working Together to Safeguard Children](#) and [NPCC- When to call the police](#).

7. Specific safeguarding concerns

7.1. Radicalisation and extremism:

- 7.1.1. If a child is not at immediate risk of harm, where possible, always speak to the DSL first. Alternatively make a referral to a local three-way multi agency partnership directly if appropriate, but you must inform the DSL of the referral.
- 7.1.2. Where there is a concern, the DSL will consider the level of risk and decide to which agency this concern should be referred. This could include [Channel guidance](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism.
- 7.1.3. The Department for Education also has a dedicated telephone helpline, 020 7340 7264, that Mayfield School staff and governors can call to raise concerns about extremism with respect to a pupil. In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:
 - i) Think someone is in immediate danger
 - ii) Think someone may be travelling to join an extremist group.
 - iii) See or hear something that may be terrorist related.

- 7.2. **So called ‘Honour based abuse’ including Female Genital Mutilation (FGM) and Forced Marriage.**
- 7.2.1. FGM comprises ‘all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs’. FGM is illegal in the UK and a form of child abuse with long lasting, harmful consequences. Possible indicators are provided in [Appendix 3: Specific safeguarding issues](#)
- 7.2.2. **Any teacher** that discovers that an act of FGM appears to have been carried out on a pupil under 18 **must** immediately report this to the police, personally. This is a statutory duty under the Serious Crime Act 2015. Teachers will face disciplinary sanctions for failing to meet this duty. The above duty does not apply in cases where a pupil is at risk of FGM or FGM is suspected but not known to have been carried out. Staff should not examine pupils.
- 7.2.3. **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a pupil under 18 (or at risk of this procedure) must speak to the DSL and follow our local safeguarding procedures. Any member of staff who suspects a pupil is at risk of FGM, must inform the DSL.
- 7.2.4. **Forced marriage:** Our staff are aware that forcing a person into marriage is a crime in England and Wales i.e. 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.
- 7.2.5. Staff will receive training around forced marriage and the presenting symptoms. We are aware of the ‘one chance’ rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.
- 7.2.6. If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL, who will follow the procedures in [Appendix 2](#)
- 7.2.7. **Breast ironing:** We are aware of this practice and will help staff to be vigilant to any signs of such abuse. See [Appendix 3](#) for further information.
- 7.3. **Peer on Peer abuse (child on child) including sexual harassment and sexual violence**
- 7.3.1. All staff should be aware that children can abuse other children (peer on peer abuse) and that it can happen both inside and outside of the Mayfield School and online. We advise all staff working with children and young people to maintain an attitude of ‘it could happen here’.
- 7.3.2. All staff recognise the indicators and signs of peer on peer abuse; [See Appendix 3](#). and know how to identify it and respond to reports. We refer to the guidance in [Sexual Violence and Sexual Harassment in Schools and Colleges](#) (paragraph 52 and Annex A) to identify and respond to reports of any sexual violence and harassment regardless of whether the incident occurred in or out of the Mayfield School.
- 7.3.3. All staff understand that even if there are no reports in Mayfield School it does not mean it is not happening, it may be the case that it is just not being reported. If staff have any concerns regarding peer on peer abuse they must speak to their DSL (or deputy).
- 7.3.4. All staff must challenge any inappropriate behaviours between peers. 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.
- 7.3.5. All staff must be aware that some safeguarding issues can manifest themselves via peer on peer abuse.
- 7.3.6. Our staff are aware of our policy and procedures with regards to peer on peer abuse and the important role they have to play in preventing it and responding where they believe a

child may be at risk from it. Clear processes as to how victims, perpetrators and any other children affected by peer on peer abuse will be supported; please refer to section 8.4 below for processes.

- 7.3.7. All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. A victim will never be made to feel ashamed for making a report.
- 7.3.8. We recognise that children are capable of abusing their peers, including but not limited to,
- bullying, including cyberbullying, prejudice-based and discriminatory bullying.
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (*this may include an online element which facilitates, threatens and/or encourages physical abuse*)
 - abuse in intimate personal relationships between peers;
 - sexual violence, including rape, assault by penetration and sexual assault;
 - sexual harassment, including sexual comments, remarks, jokes, online sexual harassment which may be 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 nudes and semi nudes images and or video. Also known as sexting or youth produced sexual imagery.
 - 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*)
 - upskirting- This also refers to the practice of 'upskirting', which has been made a criminal offence under the Voyeurism Act 2019. This practice '*typically involves taking a picture under a person's clothing without them knowing with the specific intention of viewing their genitals or buttocks to gain sexual gratification, or cause the victim humiliation, distress or alarm*'.
- 7.3.9. We recognise that some pupils are potentially more at risk. Evidence shows that girls, pupils with SEND and LGBT children are at greater risk.
- 7.3.10. We are aware that pupils with SEND are three times more likely to be abused than their peers and that additional barriers can sometimes exist when recognising abuse in SEND children including:
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
 - the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and
 - communication barriers and difficulties overcoming these barriers.
- Any reports of abuse involving children with SEND will therefore require close liaison with the DSL (or deputy) and SENDCO.
- 7.3.11. We recognise that some pupils, including young children and those with SEND, may not make an allegation of peer-on-peer abuse due to their cognition. However, some behaviour may need to be recognised as peer-to-peer abuse and responded to accordingly.
- 7.3.12. Children who are lesbian, gay, bi, or trans (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.
- 7.3.13. We are aware that staff can be victims of sexual violence and sexual harassment. and we have arrangements in place to protect our staff from such abuse, including clear reporting and support mechanisms

7.3.14. We follow the revised DfE guidance within [Sexual violence and sexual harassment between children in schools and colleges](#) (2021)

7.4. **If a pupil makes an allegation of abuse against another pupil:**

- You must inform the DSL and record the allegation, but do not investigate.
- The DSL will contact the three local safeguarding partners and follow their advice, as well as the police if the allegation involves a potential criminal offence.
- The DSL will put a risk assessment and support plan into place for all children involved - both the victim(s) and the children) against whom the allegation has been made - with a named person they can talk to if needed.
- Understand that taking disciplinary action and providing support are not mutually exclusive actions. These can and should occur at the same time if necessary.
- Any appropriate action to address harmful sexual behaviour will be taken to help prevent problematic, abusive and/or violent behaviour in the future.
- The DSL will contact the children and adolescent mental health services (CAMHS) or other appropriate external service as appropriate.

7.5. **Our whole school approach to minimising the risk of peer on peer abuse:**

7.5.1. Challenging any form of derogatory or sexualised language and/or behaviour.

7.5.2. Being vigilant to issues that particularly affect different genders - for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys.

7.5.3. Ensuring our curriculum helps to educate pupils about appropriate behaviour, respectful behaviour including consent and protected characteristics.

7.5.4. Ensuring that pupils are aware of the systems in place (and they should be well promoted, easily understood and easily accessible) to confidently report abuse, knowing their concerns will be treated seriously and that they will be supported and kept safe.

7.5.5. Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

7.5.6. Ensuring that staff are trained to follow the procedure for a report of sexual violence and harassment as set out in [Appendix 3](#).

7.6. **Mental Health**

7.6.1. Our staff 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.

7.6.2. Staff are aware that if a pupil demonstrates such behaviour they should be referred to the ELSA lead so that appropriately trained professionals may make a diagnosis of a mental health problem.

7.6.3. We utilise tracking for specific year groups (by PLEX education) as part of our toolkit to monitor pupils' mental health, implement support plans and further action as appropriate.

7.6.4. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, we are aware that this can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

7.6.5. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken in reporting this concern to their DSL or deputy DSL.

7.6.6. We utilise the best practice in [Mental Health and Behaviour in Schools](#), [Preventing and Tackling Bullying](#), and [Mental Health and Behaviour in Schools](#) and the [Rise Above](#)

resources to support our pupils' positive mental health and behaviour. Our approach to supporting positive mental health of our pupils and staff is outlined within our charter: [Well Being Charter draft 2021.](#)

7.7. **Child Criminal Exploitation (CCE)**

- 7.7.1. We are aware that this includes children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing, committing vehicle crime or threatening/committing serious violence to others.
- 7.7.2. We understand that 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.
- 7.7.3. We realise that as children become involved in criminal exploitation, they 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.
- 7.7.4. We understand that the experience of girls who are criminally exploited can be very different to that of boys as the indicators may not be the same. However, both boys and girls being criminally exploited may be at higher risk of sexual exploitation. [See Appendix 2.](#)
- 7.7.5. Key indicators include that pupils: go missing and are subsequently found in areas away from home; are the victim or perpetrator of serious violence (e.g. knife crime); are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs; are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection; are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity; owe a 'debt bond' to their exploiters; have their bank accounts used to facilitate drug dealing. Further information on the signs of a child's involvement in county lines is available here: [Criminal exploitation of children and vulnerable adults: county lines](#)

7.8. **Child Sexual Exploitation (CSE)-** a form of child sexual abuse

- 7.8.1. We are aware that this may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing.
- 7.8.2. We are also aware that 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 of grooming a child in preparation for abuse including via the internet.
- 7.8.3. CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge e.g. Through others sharing videos or images of them on social media.
- 7.8.4. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.
- 7.8.5. Key indicators include: pupils have older boyfriends or girlfriends; and suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant. See further indicators in the Home Office guidance: [Child sexual exploitation: guide for practitioners](#)

7.9. **Serious Violence**

- 7.9.1. Staff are aware of the indicators, which may signal pupils are at risk from, or are involved with serious violent crime including 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.

- 7.9.2. We alert our staff to the risk factors which increase the likelihood of involvement in serious violence, including 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.

- 7.9.3. We follow the guidance provided in the [Home Office's Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines](#)

7.10. **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. This 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 near a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

Once children start walking to school on their own it is important, they are given practical advice on how to keep themselves safe. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. See also: www.actionagainstabduction.org and www.clevernevergoes.org.

7.11. **Modern Slavery and the National Referral Mechanism**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour and can include: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the support available to victims and how to refer them to the NRM is available in the [Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims](#) - GOV.UK (www.gov.uk)

7.12. **Cybercrime**

We are aware that cybercrime is a criminal activity committed using computers and/or the internet and that pupils with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the [Cyber Choices programme](#).

7.13. **Domestic Abuse.**

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. Further government guidance will be issued.

Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children, for example blaming themselves for the abuse or having to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. as 'teenage relationship abuse'. If one or both parties are under 16, this may not be recognised in law under the statutory definition of 'domestic abuse'. 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.

Operation Encompass operates in all police forces across England and helps police and schools work together to provide emotional and practical help to children. This ensures that when police attend an incident of domestic abuse, where children may have

experienced the domestic incident, the police will inform the DSL in school before the child or children arrive at school the next day. See also [National Domestic Abuse Helpline](#).

7.14. **Children missing education**

- We alert all staff to the fact that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities including: abuse and neglect, include sexual abuse or exploitation, child criminal exploitation including involvement in county lines.

It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage.

Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. We therefore alert our staff to our unauthorised absence and children missing from education procedures.

7.15. **Critical safeguarding incident**

A critical safeguarding incident is defined as:

- A child has died;
- A child sustains a potentially life-threatening injury or serious and permanent impairment of health (physical and / or mental) or development through abuse or neglect (this includes honour-based abuse);
- A child has been subjected to serious sexual abuse, e.g. organised, complex abuse, grooming, trafficking (to include FGM);
- A child has perpetrated a particularly serious offence, either against another child or adult.

7.16. **Procedures in the case of a compulsory lockdown**

- In the case of the school being closed due to a compulsory full or partial closure, the COVID-19 Safeguarding Policy [Covid-19 Safeguarding Policy.pdf](#) will come into operation in addition to the processes outlined in this policy to ensure that our high level of vigilance continues to safeguard our pupils.
- In addition, we will provide a risk assessment relating to the care of vulnerable pupils to ensure that they continue to receive the best possible care.

8. **Online safety**

We are aware of the impact that the pandemic has had on exposing children and young people to heightened risks online, most particularly, but not restricted to online grooming, cyberbullying, cybercrime, radicalisation, child sexual and criminal exploitation and sexual harassment. In many cases abuse will take place concurrently via online channels and within daily life; for many pupils there is no separation within the online and offline world. See [Online safety Policy](#) We also ensure that our online safeguarding provision remains robust and updated. We therefore conduct an annual review of this provision and complete a risk assessment to ensure that our pupils are secure.

- 8.1.1. Online safety is a priority within the role of our DSL team, our parental engagement, in our teacher training and our curriculum planning including the delivery of RSHE.
- 8.1.2. We educate pupils about online safety at an age appropriate level and in accordance with DfE guidance as outlined in: [Teaching pupils about online safety](#), UK Council for Internet Safety (UKCIS) guidance: [Education for a connected world](#); National Crime Agency's CEOP education programme: [Thinkuknow](#)
- 8.1.3. We ensure our staff are up to date with their online safety knowledge through training with external organisations.

- 8.1.4. We enable access for our parents to engage with regular online safety updates and advisory videos through the National Online Safety organisation.
- 8.1.5. We will ensure that our online safety provision is robust by conducting an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks our pupils face.
- 8.1.6. We will ensure that where learning is delivered remotely, we take every precaution to safeguard both our learners and our staff. See also [Appendix 7 Online Safety Policy \(01.12.20\).pdf](#).

8.2. Educating pupils about online safety

- 8.2.1. Pupils will be taught about online safety within computing lessons and within the RSHE curriculum. We educate pupils about online safety at an age appropriate level and in accordance with DfE guidance as outlined in: [Teaching pupils about online safety](#)
 - 8.2.2. In **Key Stage 3**, pupils will be taught to:
 - a) Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy
 - b) Recognise inappropriate content, contact and conduct, and know how to report concernsIn **Key Stage 4** will be taught:
 - a) To understand how changes in technology affect safety, including new ways to protect their online privacy and identity
 - b) How to report a range of concerns
 - 8.2.3. The safe use of social media and the internet will also be covered in other subjects where relevant for example PSHE. Mayfield School may also use assemblies to raise pupils' awareness of the dangers that can be encountered online and may also invite relevant speakers to present to pupils on specific aspects of online safety.
- ## **8.3. How Mayfield School will respond to issues of misuse**
- 8.3.1. Where a pupil misuses the Mayfield School's IT systems or internet, we will follow the procedures set out in the behaviour policy. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident, and will be proportionate.
 - 8.3.2. Where a staff member misuses Mayfield School's IT systems or the internet or misuses a personal device where the action constitutes misconduct, the matter will be dealt with in accordance with the staff disciplinary procedures. Such action will depend on the individual circumstances, nature and seriousness of the incident.
 - 8.3.3. The Mayfield School will consider whether incidents which involve illegal activity or content, or otherwise serious incidents should be reported to the police.

9. Pupils using mobile devices in the Mayfield School

- 9.1. We recognise that many pupils have unlimited and unrestricted access to the internet via mobile phone networks. This ease of access means that some pupils, whilst at the Mayfield School could sexually harass or cyberbully their peers via their mobile and smart technology, share indecent images both consensually and non-consensually, view and share pornography and other harmful content.
- 9.2. Pupils may bring mobile devices into the Mayfield School but should remain off and out of sight at all times. Failure to do so will result in confiscation of items. [Behaviour for Learning Policy \(21.09.21\).pdf](#)
- 9.3. Any use of mobile devices in school by pupils in Sixth Form must be at the permission of a member of staff.

- 9.4. Staff, governors, volunteers, parents/carers and visitors **must not** use personal phones or devices to take pictures of pupils at any time, even when on educational visits.

9.5. **Examining electronic devices**

Mayfield School staff have the specific power under the Education and Inspections Act 2006 (which has been increased by the Education Act 2011) to search for and, if necessary, delete inappropriate images or files on pupils' electronic devices, including mobile phones, iPads and other tablet devices, where they believe there is a 'good reason' to do so.

When deciding whether there is a good reason to examine or erase data or files on an electronic device, staff must reasonably suspect that the data or file in question has been, or could be, used to:

- a) Cause harm, and/or
- b) Disrupt teaching, and/or
- c) Break any of the school rules

If inappropriate material is found on the device, it is up to the staff member in conjunction with the DSL or other member of the senior leadership team to decide whether they should:

- a) Delete that material, or
- b) Retain it as evidence (of a criminal offence or a breach of school discipline
- c) Report it to the police

Staff **must not** view any inappropriate material that is found.

Any searching of pupils must be carried out in line with the DfE's latest guidance on [screening, searching and confiscation](#). See also the [UKCIS guidance on nude and semi nude image](#).

Any complaints about searching for or deleting inappropriate images or files on pupils' electronic devices will be dealt with through the school complaints procedure.

10. Allegations /concerns about a staff member, supply staff or volunteer

- 10.1. Allegations against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff. Any concerns that meet the harms threshold will be dealt with appropriately in line with [Allegations of abuse made against teachers and non teaching staff](#).
- 10.2. If you have concerns about a member of staff, supply staff, or volunteer, speak to the principal. If you have concerns about the principal, speak to the chair of governors. The principal/headteacher/chair of governors/DSL must then follow the procedures within the HR [Appendix 9: Managing Allegations](#).
- 10.3. Where behaviour towards a child does not meet the threshold of harm, is not considered serious enough to for a LADO referral and may just cause a sense of unease or nagging doubt, this is classed as a 'low level concern' and includes:
- being over friendly with children
 - having favourites
 - taking photographs on children on their mobile phone
 - engaging with a child on a one to one basis in a secluded area or behind a closed door
 - using inappropriate sexualised, intimidating or offensive language.
- 10.4. Mayfield School leaders must therefore ensure that:
- staff are clear about what appropriate behaviour is and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour in themselves and others.

- staff are confident in sharing any low level safeguarding concerns with the DSL or deputy.
- any unprofessional behaviour is addressed and the individual is supported to correct it at an early stage.
- such concerns are handled sensitively and proportionately.
- rectify any weakness that are identified as a result in the Mayfield School safeguarding system

10.5. For guidance on whistleblowing i.e. to report a concern regarding safeguarding practice within Mayfield School, please see: [Whistleblowing Policy.pdf](#)

11. Communication with parents/carers

We will make sure that parents are informed of the responsibility placed on Mayfield School and staff in relation to safeguarding and child protection, including online safety by setting out its duties in the Mayfield School prospectus and on the website.

We will undertake appropriate discussion with parents/carers prior to any proposed interagency involvement unless the circumstances preclude this action. If we believe that notifying the parents would increase the risk to the child, or exacerbate the situation, we will seek advice from the three local safeguarding partners

12. Record keeping

- 12.1. Using our CPOMS safeguarding recording system, we will keep clear, detailed, accurate, written (or electronic based) records of concerns about children (noting the date, event, action taken and evaluation), where there is no need to refer the matter to social care immediately.
- 12.2. Any confidential, historic written information and records will be held securely in a lockable, fire safe cabinet in a locked location. Keys will not be removed from the Mayfield School site and should be kept in a locked cabinet or key coded box and only available to those who have a right or a professional need to see them.

13. Confidentiality and information sharing

- 13.1. We understand that Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes and that we have the power to share, hold and use this information for such purposes.
- 13.2. We understand that we must be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care: [Safeguarding practitioners information sharing guidance](#).
- 13.3. Child protection information will be held and handled in line with the Data Protection Act 2018 and GDPR regulations and treated as 'special category personal data'. Mayfield School staff follow the guidance within [Data protection: toolkit for schools](#) to ensure compliance with the GDPR.
- 13.4. Fears about sharing this special category personal data must not be allowed to stand in the way of the sharing of this information without consent where there is good reason to do so and doing so will enhance the safeguarding of a child in a timely manner. It cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk. The need to promote the welfare and protect the safety of children must always be the paramount concern.

- 13.5 DSLs or deputies must send protection records to a receiving school or Mayfield School, when the pupil concerned moves school. The DSL must consider whether this information needs to be shared prior to the pupil starting at the new school.
- 13.6 Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. Such a request should be referred to the DSL, or Headteacher.
- 13.7 Where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, our staff must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools will seek legal advice.

14 Safeguarding Training

- 14.4 **All staff** members undertake safeguarding and child protection training at induction, including whistle-blowing procedures to ensure they understand the Mayfield School's safeguarding system and their responsibilities, and can identify signs of possible abuse or neglect.
- 14.5 Safeguarding training will be updated annually on a face to face basis at the start of each academic year, with additional updates in line with advice from our local safeguarding partners.
- 14.6 **All staff** must complete the online training 'Safeguarding and KCSIE' module on an annual basis. This is the minimum expectation.
- 14.7 **All staff** are required to sign in acknowledgement of their understanding of Keeping Children Safe in Education (2021), Part 1 and Part 5
- 14.8 **All staff** have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Staff will also receive regular safeguarding and child protection updates (e.g. through emails, e-bulletins and staff meetings). Volunteers will receive appropriate training, if applicable.
- 14.9 **All staff** have training in the approach to the various forms peer on peer abuse. They are aware of the Mayfield School process in handling these incidents and the expectations upon them.
- 14.10 **The Mayfield School DSL and deputy (deputies)** undertake advanced child protection and safeguarding training at least every two years. In addition, they will update their knowledge and skills at regular intervals and at least annually (e.g. through e-bulletins, meeting other DSLs at virtual meetings, national and cluster meetings, or taking time to read and digest safeguarding developments).
Mayfield School DSL teams must also undertake Prevent awareness training
- 14.11 **Governors** All governors must receive safeguarding training once per year at least to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

Governors are required to sign to acknowledge they have read Part 1, 2, 3 and 5 of Keeping Children Safe in Education (2021) and to sign the Code of Conduct annually.

15 Alternative provision

Where Mayfield School places a pupil with an alternative provision provider, the Mayfield School continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil.

Mayfield School leaders should obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies and proprietors of these settings are aware of the additional risk of harm that their pupils may be vulnerable to.

The Department has issued two pieces of statutory guidance to which commissioners of Alternative Provision should have regard: [Alternative provision - DfE Statutory Guidance](#); and [Education for children with health needs who cannot attend school](#)

16 Safer Recruitment

- 16.4 The Mayfield School operates safer recruitment practices including ensuring appropriate DBS and reference checks on employees, volunteers and governors are undertaken according to the government guidance 'Keeping Children Safe in Education' (2021).
- 16.5 We ensure that at least one person on any interview /appointment panel for a post at the Mayfield School will have undertaken safer recruitment training as required by the Department for Education's statutory guidance Keeping Children Safe in Education (2021). Please also see the [Recruitment and Selection policy](#).

17 Homestay/ exchange visits

Where the Mayfield School arranges an exchange or homestay visit, the Mayfield School will ensure all checks on the suitability of provision and home families are conducted to ensure pupils are safeguarded.

18 Work experience

Where the Mayfield School arranges work experience, the safeguarding policies and procedures of the placement will be checked to ensure they are robust in keeping our children safe.

Consideration will be given to the nature of any supervision and the frequency of activities being supervised when determining the supervisor requires a DBS barred list check.

19 Staff who have contact with pupils and families

All staff who have contact with children and families have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

20 Monitoring arrangements

This policy template will be reviewed annually by the Headteacher and Designated Safeguarding lead.

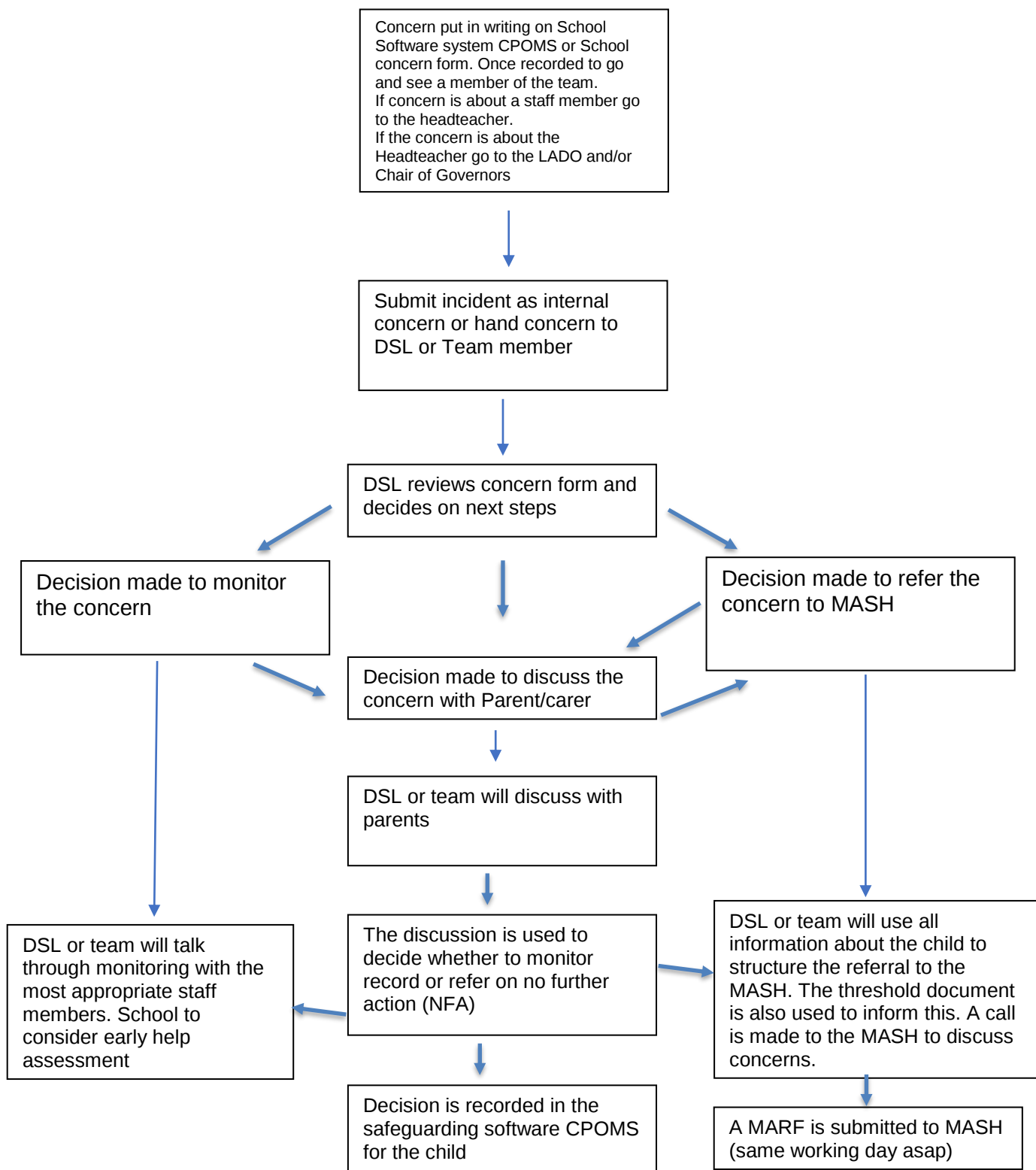
21 Links with other policies

This policy also links to the following policies and procedures:

• RSHE draft	• Wellbeing Charter
• Behaviour for Learning Policy (21.09.21).pdf	• Health, Safety & Welfare Policy (22.09.20).pdf
• Code of Conduct for Staff (15.06.21).pdf	• Attendance Policy (09.07.19).pdf

• <u>Acceptable Use Policy (AUP) Agreement ICT System - Staff (13.07.21).pdf</u>	• Recruitment and Selection
• <u>Anti-Bullying Policy (09.07.19).pdf</u>	• <u>Data Protection Policy (24.11.20).pdf</u>
• <u>Allegations Against Staff & Young People Policy (02.03.21).pdf</u>	• Curriculum
• <u>Online Safety Policy (01.12.20).pdf</u> • <u>Social Media Policy (15.06.21).pdf</u>	

Appendix 1a - Reporting a concern about a child



Safeguarding at Mayfield

Mrs Antonia Edghill (DSL)

Lynn Campbell (DDSL) Ms Diane Farrell (DDSL) Mr Aaron Marsham (DDSL) Mrs Kathy McCaffery (DDSL)

Email: safeguardingteam@mayfieldschool.net

If the Designated Safeguarding Lead and team are not available the staff member should, with the support of the most senior member of staff available, make a direct referral to Redbridge MASH, Barking and Dagenham MASH, Havering MASH, Newham MASH. Or if it is about a member of staff Redbridge LADO- Helen Curtis (helen.curtis@redbridge.gov.uk)

1. The flowchart demonstrates how concerns about a child should be referred in school
2. Referrals that require local authority and/or the police as an action from the concerned raised, in all circumstances are expedient. **Early help** is where remedial action is taken early to tackle problems and issues as they emerge for children, young people and their families.
3. Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising, for example, if it is provided as part of a support plan where a child has returned home to their family from care, or in families where there are emerging parental mental health issues or problems with drug and alcohol misuse.
4. Effective early help relies upon local organisations and agencies working together to:
 - 4.1. Identify children and families who would benefit from early help.
 - 4.2. Undertake an assessment of the need for early help.
 - 4.3. Provide targeted early help services to address the assessed needs of a child and their family, which focus on activity to improve the outcomes for the child.
 - 4.4. Local authorities, under section 10 of the Children Act 2004, have a responsibility to promote inter-agency cooperation to improve the welfare of all children.
5. All Supply Staff that attend the site will need to complete and sign the Safeguarding Procedures for the school on arrival in the reception area. See Appendices 1b, 1c, 1d.

On arrival, supply staff will be given a blue folder that contains key information regarding the running of the school and a booklet and a form to complete if any concerns arise throughout the day. Supply staff will be advised how to use the callout system.

Appendix 1b – Daily Supply Teacher Safeguarding Summary Sheet



Daily Safeguarding Summary Sheet

Thank you so much for working at Mayfield today.

In order to follow the Keeping Children Safe in Education (KCSIE 2021) guidelines, please ensure that you report your comments on the grid below of any child who displayed behaviours or disclosures during the lesson, or any Safeguarding concerns throughout your day.

- Please leave a short comment on each lesson and if no comment is required, please tick the end box to acknowledge this
- This form must be completed and returned to(INSERT NAME OF LINE MANAGER OR AREA TO BE RETURNED TO) at the end of the day

Period	Comment	If no Comment please tick box
1		
2		
3		
4		
5		
Are there any additional comments that you wish to add/report? Yes / No		

Name: Agency Name
(Please Print)

Date:..... Signature:

Thank you
Safeguarding Team



External Visitors or Supply Safeguarding Guidance

Safeguarding and promoting the welfare of children is everyone's responsibility.

Please report all perceived cases of bullying, racist, sexual harassment, or homophobic incidents as these are taken seriously and will be dealt with appropriately.

Recognise a concern within the school or a child, report the concern immediately.

If a child makes a disclosure:

- Listen carefully to what they're saying. Be patient and focus on what you're being told. Try not to express your own views and feelings. If you appear shocked or as if you don't believe them, it could make them stop talking and take back what they've said.
- Let them know they've done the right thing by telling you. Reassurance can make a big impact. If they've kept the abuse a secret it can have a big impact knowing they've shared what's happened.
- Tell them it's not their fault. Abuse is never a child's fault. It's important they hear, and know, this.
- Say you'll take them seriously. They may have kept the abuse secret because they were scared and they wouldn't be believed. Make sure they know they can trust you and you'll listen and support them and don't confront the alleged abuser.
- Explain what you'll do next. Report what the child has told you immediately.
- Report to Safeguarding team by using the Callout email callout@mayfieldschool.net or request support from a member of staff. Member of staff will inform it is a Safeguarding concern, team will be informed with the room. Please record safeguarding concern on the forms provided in your blue folder.
- Please complete the safeguarding concern on the form provided before leaving the school site.
- Any student with a Care Plan will have name highlighted on ID card. See General information page in the Daily supply Handbook.

I confirm that I have read, understood, and agree to the above procedures for reporting any Safeguarding concerns.

Signed: Print name: Date:

Supply Teaching staff only

Key information

- Registers to be taken and sent to student reception within the first 5/10mins
- If assistance is required, please email: callout@mayfieldschool.net, include the room, your name, the student, and reason. Sometimes this may not be possible so please send a sensible student to student reception.
- Cover work is in the cover folder, this is located on your desktop. It can sometimes also be found on the teacher's desk.
- Please return all paperwork to the SIMS office at the end of the day.

Appendix 1d – Risk Assessment for Pending DBS



RISK ASSESSMENT FOR PENDING DBS

To be completed pending Enhanced DBS Clearance

Name		Position	
Date of Assessment		Faculty/ Department	

Who is responsible for completing this form?

If meeting held to complete RAP

Invited	Member of staff	Agency Contact details (where applicable)

Summary of Concerns (main reasons for completing risk assessment)		
Risk Indicators	Identify related risk number, High (H), Medium (M), Low (L) and details	Resources and Strategies (include who supports and frequency)
Additional risks or self-declaration:		

Signed:.....
(member of staff completing the form)

Date:.....

Print Name:.....

CONFIDENTIAL: RISK ASSESSMENT for appointment prior to receipt of Enhanced DBS

An individual may begin work at Mayfield School pending receipt of their Enhanced DBS (except for residential workers). The Headteacher must ensure that the individual is appropriately supervised and checks have been completed. In both of these cases a Risk Assessment should be undertaken.

Has the appropriate, full recruitment process been undertaken with application form and interview (staff) or appropriate engagement process (volunteer)?	YES / NO
Have two appropriate references been received?	YES / NO
Has an Enhanced DBS application been submitted online and completed by the individual (where applicable)?	YES / NO NOT in Regulated Activity
Has any self-declaration on the Application form been stated?	YES / NO
Have any declarations been discussed with the individual?	YES / NO
Is the person subject to Supervision as defined in the Regulations?	YES / NO
Additional Comments if applicable	

HR signature to confirm this has been checked..... Date:

Headteacher Signature: Date:

(to be kept on the personal file)

Appendix 2: Definitions for types of abuse

- 2.1 Peer-on-peer abuse.** We are well-informed about the guidance contained within *Keeping Children Safe in Education 2021* and we are aware that children can abuse other children. This is generally referred to as peer-on-peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyber bullying), sexual violence and sexual harassment, physical abuse such as hitting, kicking, shaking, biting, hair-pulling or otherwise causing physical harm, sexting and initiating/hazing-type violence and rituals. Most cases of pupils hurting other pupils will be dealt with under the Mayfield School's Behaviour policy, but this Child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:
- 2.1.1** Is serious, and potentially a criminal offence.
 - 2.1.2** Could put other pupils in the school at risk.
 - 2.1.3** Is violent, such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm.
 - 2.1.4** Involves pupils being forced to use drugs or alcohol.
 - 2.1.5** Involves sexual violence, sexual harassment, sexual exploitation or sexual abuse, such as indecent exposure, sexual assault or sexually inappropriate pictures or videos (including sexting). The DfE provides searching, screening and confiscation advice for schools. The UK Council for Child Internet Safety (UKCCIS) education group has also recently published sexting advice for schools and colleges: www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis.
 - 2.1.6** Peer on peer abuse also includes 'upskirting'. In April 2019, a new law banning invasive practice came into force in England and Wales within the Voyeurism Act. Within this Act, 'upskirting' is a criminal offence under the Sexual Offences Act 2003 and offenders can be arrested, sent to prison and placed on the Sex Offenders Register.
- 2.2 Sexual violence and sexual harassment between children in schools and colleges.**
- 2.2.1** We are well-informed about the guidance contained within *Keeping Children Safe in Education 2021* and we are aware that sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.
 - 2.2.2** Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk. Staff should be aware of the importance of:
 - 2.2.3** Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. Staff should not tolerate or dismiss sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys'.
 - 2.2.4** Challenging poor behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

- 3 When referring to sexual violence, we are referring to sexual offences under the Sexual Offences Act 2003 as described below:**
- 3.1. 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.
- 3.2. 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.
- 3.3. 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.
- 4 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 must be given 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.
- 5 Sexual harassment.** When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to violate a child’s dignity and/or make them feel intimidated, degraded or humiliated, and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:
- 5.1** 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.
- 5.2** Physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should consider when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature.
- 5.3** Online sexual harassment. This may be stand-alone or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
- 5.3.1** Non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages including on social media, and sexual exploitation, coercion and threats.
- 5.4 Serious violence**
- 5.4.1** The Serious Violence Strategy, which was introduced by the government in 2018 identifies offences such as homicides and knife and gun crime as key factors which account for around one percent of all recorded crime. The impact of serious violent crime on individuals and the community is significant.
- 5.4.2** Tackling serious violence is not a law enforcement issue alone; it requires a multiple-strand approach involving a range of partners across different sectors. The main areas that the Serious Violence Strategy focuses on are: tackling county lines.
- early intervention and prevention
 - supporting communities and local partnerships
 - effective law enforcement and the criminal justice response.

5.4.3 See also: [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](#)

Appendix 3: Specific safeguarding issues

3.1 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 and www.clevernevergoes.org.

3.2 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, one for 5-11-year olds and one for 12-17 year olds. They explain each step of the process and the support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families, including for the children involved. 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 Ministry of Justice

3.3 Children with family members in prison: Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders ([NICCO](http://www.nicco.org.uk)) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

3.4 Children missing from education: All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding issues.

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

- There are many circumstances where a child may go missing from education, but some children are particularly at risk. These include children who:
 - Are at risk of harm or neglect.
 - Come from gypsy, Roma or traveller families.
 - Come from the families of service personnel.
 - Go missing or run away from home or care.
 - Are supervised by the youth justice system.
 - Cease to attend a school.
 - Come from new migrant families.

- 3.5** We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of a child going missing in future. This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

- 3.6** Staff will be trained in the signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns, which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

- 3.7** If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including making reasonable enquiries. We will make an immediate referral to the local authority children's social care team and the police, if the child is in immediate danger or at risk of harm.

- 3.8** **Child sexual exploitation:** Child sexual exploitation (CSE) is a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. Thus, children are sexually exploited for money, power or status. The victim may have been sexually exploited even if the sexual activity appears consensual.
 - CSE can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen through the use of technology online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text or take part in sexual activities using a webcam.
 - Like all forms of child sex abuse, child sexual exploitation:
 - Can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex.
 - Can still be abused even if the sexual activity appears consensual.
 - Can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity.
 - Can take place in person or via technology, or a combination of both.
 - Can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.
 - May occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

- Can be perpetrated by individuals or groups, males or females and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. 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.

3.9 Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship. If a member of staff suspects CSE, they should discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate. Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions.
- Associating with other young people involved in exploitation.
- Having older boyfriends or girlfriends.
- Suffering from sexually transmitted infections or becoming pregnant.
- Displaying inappropriate sexualised behaviour.
- Suffering from changes in emotional well-being.
- Misusing drugs and/or alcohol.
- Going missing for periods of time, or regularly coming home late.
- Regularly missing school or education, or not taking part in education.
- Further information on signs of a child's involvement in sexual exploitation is available
- in the Home Office guidance: [Child sexual exploitation: guide for practitioners](#)

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

- Can affect any child or young person (male or female) under the age of 18.
- 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's Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines](#)
- Some additional specific indicators for a child criminally exploited through involvement in county lines are children who: go missing and are subsequently found in areas away from their home; have been the victim or perpetrator of serious violence (e.g.

knife crime); are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs; are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection; are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity; owe a 'debt bond' to their exploiters; have their bank accounts used to facilitate drug dealing. Further information: [Home Office's Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines](#)

3.11 Children with special educational needs and disabilities: Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Being more prone to peer group isolation than other children.
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and communication barriers and difficulties in overcoming these barriers. To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEN and disabilities.

3.12 Domestic abuse: The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members.

The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act). Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home.

The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships.

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

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

- 3.13** [Operation Encompass](#) operates in all police forces across England. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs.

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

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.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at: [NSPCC: meeting needs of children living in domestic violence](#).

More resources:

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

- 3.14 Homelessness:** Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (or any deputy) 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, this does not, and should not, replace a referral to 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 to assess their needs and circumstances, and develop of a personalised housing plan to help them retain their accommodation or find a new place to live.
- [The Homelessness Duty](#): The 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, Mayfield School staff will be considering homelessness in the context of children who live with their families, and intervene accordingly. Children's services will be the lead agency for these

young people and the DSL (or a Deputy) should ensure appropriate referrals are made based on the child's circumstances.

- The DfE and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: [Ministry of Housing](#)
- See [Homelessness: How local authorities should exercise their functions](#) for further information.

3.15 So called 'honour-based' abuse: 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 abused (regardless of the motivation) and should be handled and escalated as such.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV or already having suffered HBA. If staff have a concern regarding a child that might be at risk of HBA, or who has already suffered from HBA, they should speak to the DSL (or Deputy). If appropriate, they will activate local safeguarding procedures using existing national and local protocols for inter-agency liaison with police and children's social care. Where FGM has taken place, as of 31 October 2015, there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

3.16 Female Genital Mutilation (FGM)

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

FGM mandatory reporting duty for teachers section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

It will be rare for teachers to see visual evidence and they should not be examining pupils, 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](#). Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003 'teacher' means, in relation to England, a person within section 141A (1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

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 or college's Designated Safeguarding Lead (or Deputy) and involve children's social care, as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence), or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM. Indicators that FGM has already occurred include:

- A pupil confiding in a professional setting that FGM has taken place.
- A girl disclosing that she has undergone FGM.
- A mother/family member disclosing that FGM has been carried out.
- A family/pupil already known to social services in relation to other safeguarding issues.
- A girl who is having difficulty walking, sitting or standing, or looking uncomfortable.
- Finding it hard to sit still for long periods of time (where this was not a problem previously).
- Spending longer than normal in the bathroom or toilet due to difficulties urinating.
- Having frequent urinary, menstrual or stomach problems.
- Avoiding physical exercise or missing PE.
- Being repeatedly absent from school, or absent for a prolonged period.
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression or significant change in behaviour.
- Being reluctant to undergo any medical examinations.
- Asking for help, but not being explicit about the problem.
- Talking about pain or discomfort between her legs.

3.17 Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider).
- FGM being known to be practised in the girl's community or country of origin.
- A parent or family member expressing concern that FGM may be carried out.
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues.
- A girl having a mother, older sibling or cousin who has undergone FGM.
- Having a limited level of integration within UK society.
- Confiding to a professional that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period.
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM.
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion).
- Being unexpectedly absent from school.
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication.

3.18 Breast ironing: Breast ironing is one of five UN defined 'forgotten crimes against women'. It is a practice whereby the breasts of girls typically aged 8-16 are pounded using tools such as spatulas, grinding stones, hot stones, and hammers to delay the appearance of puberty. Breast ironing is often carried out by the girl's mother with the belief that she is:

- Protecting her daughter from sexual harassment and / or rape
- Preventing the risk of early pregnancy by "removing" signs of puberty
- Preventing her daughter from being forced into marriage, so she will have the opportunity to continue with her education

- 3.18.1** Breast ironing is a cultural custom originating in Cameroon, where up to 24% of girls are believed to have experienced it. It is also practiced in other nations such as: Guinea-Bissau, Chad, Togo, Benin, Guinea.
- 3.18.2** There are now indications that the tradition has now spread to Central and West African Diaspora living within the UK:
- Around 1,000 9–15 year old girls in the UK are currently thought to be at risk of breast ironing
 - According to a UN report, 58% of perpetrators are the victims' own mothers
- 3.18.3** Breast ironing is often a well-kept secret between the girl and her mother. This can make it difficult for professionals to identify. Care must be taken to navigate the deep-seated cultural belief and familial sensitivity of this practice. Many girls will not disclose that they are a victim of breast ironing for fear that their mother will get into trouble; or they believe it is being done for their own good.
- 3.18.4** Some signs that a girl is at risk from breast ironing include:
- Unusual behaviour after an absence from school or college including depression, anxiety, aggression, becoming withdrawn
 - Reluctance in undergoing medical examinations
 - Some girls may ask for help, but may not be explicit about the problem due to embarrassment or fear
 - Fear of changing for physical activities due to scars showing or bandages being visible
- 3.18.5** Breast ironing is an extremely painful process for the victim. Contrary to the beliefs of its proponents, breast ironing does not decrease the likelihood of its victims experiencing sexual violence or becoming sexually active. Many Cameroonian men have been unaware that the practice exists until recently, due to the growth in campaigns to tackle the issue.
- 3.18.6** The process of breast ironing combined with insufficient aftercare leaves young girls exposed to significant health risks, such as:
- Cysts and lesions
 - Breast cancer
 - An inability to produce breast milk
 - Complete or partial eradication of single or both breasts
 - There is currently no known research on the effects on the psychological wellbeing of victims.
 -
- 3.18.7** The practice of breast ironing is not explicitly covered under legislation. However, it is understood by the Government to be physical abuse.

The above indicators and risk factors are not intended to be exhaustive.

- 3.19** **Forced marriage:** Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published statutory guidance and inter-agency guidelines, pages 35-36 of which focus on the role of schools and colleges. Further information on 020 7008 0151 or e-mail fmfu@fco.gov.uk.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they should speak to the pupil about their concerns in a secure and private place. They should then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place.
- Activate the local safeguarding procedures and refer the case to the local authority designated officer.
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmf@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral team, tutor, mentor or school counsellor, as appropriate.

3.20 Preventing radicalisation Children are vulnerable to extremist ideology and radicalisation and, as with other forms of harms and abuse, protecting children from this risk is part of our safeguarding approach.

3.20.1 Extremism goes beyond terrorism and is defined as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces (as defined in the government's counter-extremism strategy). Extremists often target the vulnerable, including the young, by seeking to sow divisions between communities on the basis of race, faith or denomination, justifying discrimination towards women and girls, seeking to persuade others that minorities are inferior or arguing against the primacy of democracy and the rule of law in our society.

3.20.2 Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include the DSL (or Deputy) making a referral to the Channel programme.

3.21 The Prevent duty

3.21.1 All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (CTSA 2015), in the exercise of their functions, to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty. The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance for England and Wales, especially paragraphs 57-76 which are specifically concerned with schools (and also cover childcare). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training and IT policies. Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

3.21.2 We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding children board and local police force.

- 3.21.3** We will ensure that suitable internet filtering is in place (Smoothwall) and equip all pupils to stay safe online at school and if logged on at home through the remote server.
- 3.21.4** There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period. Staff should be alert to changes in pupils' behaviour to ensure early identification of risk.
- 3.21.5** The government web site [Educate Against Hate](#) and the charity the [NSPCC](#) say that signs that a pupil is being radicalised can include:
- Refusal to engage with, or becoming abusive to, peers who are different from themselves.
 - Becoming susceptible to conspiracy theories and feelings of persecution.
 - Changes in friendship groups and appearance.
 - Rejecting activities they used to enjoy.
 - Converting to a new religion.
 - Isolating themselves from family and friends.
 - Talking as if from a scripted speech.
 - An unwillingness or inability to discuss their views.
 - A sudden disrespectful attitude towards others.
 - Increased levels of anger.
 - Increased secretiveness, especially around internet use.
 - Expressions of sympathy for extremist ideologies and groups, or justification of their actions.
 - Accessing extremist material online, including on Facebook or Twitter.
 - Possessing extremist literature.
 - Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations.
 - Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.
 - If staff are concerned about a pupil, they should follow the procedures set out in this policy, including discussing their concerns with the DSL. Staff should always take action if they are worried. Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures, including:
- 3.22** **Additional support** The Department for Education has published advice for schools on the Prevent duty to complement the Prevent guidance and to signpost other sources of advice and support. Prevent duty guidance for further education institutions in England and Wales that applies to colleges. Educate Against Hate, a website launched by Her Majesty's Government, has been developed to support and equip school and college leaders, teachers and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on, and access to, training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent training catalogue.
- 3.23** **Channel** - Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance and a Channel awareness e-learning programme is available for staff at: Channel general awareness. The school or college's Designated Safeguarding Lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual

referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

3.24 Checking the identity and suitability of visitors

All **visitors** will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the **visitor** is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors **are** expected to sign the visitors' book and wear a visitor's badge.

All visitors to our setting, including visiting speakers, will be accompanied by a member of **staff** at all times. We will not invite into the school any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

3.25 Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will follow the procedures outlined in the [Attendance Policy \(09.07.19\).pdf](#)

3.26 Looked-after children and previously looked-after children

- 3.26.1 We are aware that a previously looked-after child potentially remains vulnerable and this requires staff to have the skills, knowledge and understanding to keep previously looked-after children safe. We understand that all agencies must work together and take prompt action on concerns to safeguard these children, who are a particularly vulnerable group. On commencement of section 4 to 6 of the Children and Social Work Act 2017, designated teachers will have the responsibility for promoting the educational achievement of those who have left care through adoption, special guardianship or child arrangement orders, or who were adopted from state care from outside England and Wales.
- 3.26.2 Virtual school heads manage pupil premium plus for looked-after children. They receive this funding based on the latest published number of children looked after by the local authority. In maintained schools and academies, the designated teacher should work with the virtual school head to discuss how funding can be best used to support the progress of the looked-after children in the school and meet the needs identified in each child's personal education plan. The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked-after children. In other schools and colleges, an appropriately trained teacher should take the lead.
- 3.26.3 As with designated teachers, on commencement of sections 4 to 6 of the Children and Social Work Act 2017, virtual school heads will have responsibilities towards children who have left care through adoption, special guardianship or child arrangement orders, or who were adopted from state care from outside England or Wales. Their primary role for this group will be the provision of information and advice to relevant parties.
- 3.26.4 Statutory guidance on promoting the education of looked-after children contains further information on the roles and responsibilities of virtual school heads.

3.27 Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. [Modern slavery: how to identify and support victims](https://www.gov.uk/guidance/modern-slavery-how-to-identify-and-support-victims) - GOV.UK (www.gov.uk)

3.28 Cybercrime

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

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

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety. Additional advice can be found at: [Cyber Choices](#), ['NPCC- When to call the Police'](#) and [National Cyber Security Centre - NCSC.GOV.UK](#)

Appendix 4: Peer on peer sexual violence and sexual harassment

- 4.1** Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur 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; they can occur online and face to face (both physically and verbally) and are never acceptable.
 - All staff working with children are advised to maintain an attitude of ‘it could happen here’.
 - Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.
 - Children who are victims of sexual violence and sexual harassment 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 or college. Schools should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college, including intimate personal relationships.
 - 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. But 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
 - This guidance should be read with reference to: [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#)
- 4.2 Responding to reports of sexual violence and sexual harassment:** Systems should be in place (and they should be well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously.
- 4.2.1** Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse 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.
- 4.2.2** 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 and colleges with the foundation for a calm, considered and appropriate response to any reports. Governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance [Working Together to Safeguard Children](#).
- 4.2.3** Ultimately, any decisions are for the school or college to make on a case-by-case basis, with the DSL (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children’s social care and the police as required.
- 4.2.4** There is support available for schools and colleges. Paragraph 52 and Annex A in the [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#) advice provides detailed information and links to resources.
- 4.2.5 The immediate response to a report:** It is important to note 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 or college staff may overhear a conversation that suggests a child has been harmed or a child’s own behaviour

might indicate that something is wrong. If staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.

- 4.2.6 The school's or college's initial response to a report from a child is incredibly important. How the school or college responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.
- 4.2.7 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 the school or college 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 or their experience minimised.
- 4.2.8 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 designated safeguarding lead or a deputy). However, this might not always be possible;
 - where the report includes an online element, 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. 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 designated safeguarding lead or 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 or college 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 and colleges should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation; and
 - informing the designated safeguarding lead (or deputy), as soon as practically possible, if the DSL (or deputy) is not involved in the initial report

4.2.9 Risk assessment: When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) 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 should consider:

- the victim, especially their protection and support;
- whether there may have been other victims,
- the alleged perpetrator(s); and

all the other children, (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

4.2.10 Risk assessments should be recorded (written or electronic) and should be kept under review. At all times, the school or college should be actively considering the risks posed to all their pupils and students and put adequate measures in place to protect them and keep them safe.

4.2.11 The DSL (or a deputy) should ensure they are engaging with 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 or college 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 or college's approach to supporting and protecting their pupils and students and updating their own risk assessment.

4.3 Action following a report of sexual violence and/or sexual harassment What to consider: Schools and colleges 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/college. The DSL (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's or college'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 or college'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 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 the alleged perpetrator(s) significantly older, more mature or more confident? 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 peers;
- are there ongoing risks to the victim, other children, adult students or school or college staff; and,
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

4.3.1 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 and colleges should follow general safeguarding principles as set out throughout this guidance. 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).

4.3.2 The starting point regarding any report should always be that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated. It is especially important not to pass off any sexual violence or sexual harassment as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

4.4 **Children sharing a classroom: Initial considerations when the report is made**

Any report of sexual violence is likely to be traumatic for the victim. 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 or college 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 or college should also carefully consider how best to keep the victim and alleged perpetrator(s) a reasonable distance apart on school or college premises (including during any before or after school-based activities) and on transport to and from the school or college, 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 or college premises and school or college transport, should be considered immediately. In all cases, the initial report should be carefully evaluated, reflecting the considerations set out at paragraph

The wishes of the victim, the nature of the allegations and the protection of all children in the school or college will be especially important when considering any immediate actions.

4.5 **Options to manage the report.** It is important that schools and colleges consider every report on a case-by-case basis.

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 children’s social care and/or the police, then, as a general rule, the school or college should speak to the relevant agency 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 or college taking immediate action to safeguard their children, where required. There are four likely scenarios for schools and colleges to consider when managing any reports of sexual violence and/or sexual harassment. 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 or college should decide on a course of action. Consideration should be given to whether there are wider cultural issues within the school or college 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. The four scenarios are:

- **Manage internally:** In some cases of sexual harassment, for example, one-off incidents, the school or college may take the view that the children concerned are not in need of early help or that referrals need to be made to statutory services and that it would be appropriate to handle the incident internally, perhaps through utilising 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 (written or electronic).
- **Early help:** Mayfield School may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child’s life.

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 designated safeguarding lead (and their deputies) know what the Early Help process is and how and where to access support. Multi-agency early help will work best when placed alongside strong school or college policies, preventative education and engagement with parents and carers. 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 perpetrator(s). Whatever the response, it should be under-pinned by the principle that there is 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 (written or electronic).

- **Referrals to children's social care** Where a child has been harmed, is at risk of harm, or is in immediate danger, schools and colleges should make a referral to local children's social care. At the point of referral to children's social care, schools and colleges 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 children's social care. If a referral is made, 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 or college (especially the designated safeguarding lead or a deputy) 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 and colleges should not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school or college. It will be important for the designated safeguarding lead (or a deputy) to work closely with children's social care (and other agencies as required) to ensure any actions the school or college takes do not jeopardise a statutory investigation. Consideration of safeguarding the victim, alleged perpetrator(s), any other children directly involved in the safeguarding report and all children at the school or college should be immediate. In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The school or college (generally led by the designated safeguarding lead or a deputy) should be prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the designated safeguarding lead (or a deputy) 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 it is never acceptable and will not be tolerated. All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).
- **Reporting to the Police** Any report to the police will generally be in parallel with a referral to children's social care (as above). It is important that the DSL (and their deputies) are clear about the local process for referrals and follow that process. 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 and colleges 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 or college 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, schools and colleges 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 or college is supporting the child in any decision they take. This should be with the support of 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 designated safeguarding lead (and their deputies) 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 or college continue 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 a deputy) to work closely with the police (and other agencies as required), to ensure any actions the school or college take do not jeopardise the police investigation. If schools or colleges have questions about the investigation, they should ask the police. The police will help and support the school or college 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 it is never acceptable and will not be tolerated. All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

- 4.6 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 can have no 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 or college will need to consider what additional measures may be necessary to manage any assessed risk of harm that may arise within their institution. Particular regard should be given to: the additional stress and trauma that might be caused to a victim within the institution; 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 unconvicted person (e.g. rights to privacy, family life, etc). Careful liaison with the police investigators should help to develop a balanced set of arrangements.
- 4.7 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 or college.
- 4.8 The end of the criminal process** If a child is convicted or receives a caution for a sexual offence, the school or college should update its risk assessment, ensure relevant protections are in place for all the children at the school or college 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 or college as the victim, the school or college 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 or college thinks are reasonable and proportionate with regard to the perpetrator(s)' timetable. Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils or students in the school or college. It will be important that the school or college ensure both the victim and perpetrator(s) remain protected, especially from any bullying or harassment (including online). Where cases are classified as "no further action" (NFA'd)

by the police or Crown Prosecution Service, or where there is a not guilty verdict, the school or college 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 also likely to require ongoing support for what will have likely been a difficult experience.

- 4.9 Unsubstantiated, unfounded, false or malicious reports.** Records of the incident 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 designated safeguarding lead 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 is a cry for help. In such circumstances, a referral to 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.
- 4.10 Ongoing response: 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 victim's daily experience as normal as possible, so that the school or college 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. 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.
 - 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-judgemental 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.
 - Support can include: Early help and children's social care.
[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 and colleges to ensure the best possible outcomes for the victim. o Police and social care agencies can signpost to ChISVA services (where available) or referrals can be made directly to the ChISVA service.
 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.

NHS - Help after rape and sexual assault - NHS (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 centres services can be found at: [Find Rape and sexual assault referral centres](#). Sexual assault referral centres (SARCs) offer medical, practical and emotional support. o 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.

- 4.11 Victims may not talk about 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, schools and colleges should ask the victim if they would find it helpful to have a designated trusted adult. The choice of any such adult should be the victim's (as far as reasonably possible). Schools should respect and support this choice.
- 4.12 A victim of sexual violence is likely to be traumatised and, in some cases, may struggle in a normal classroom environment. While schools and colleges should avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups, there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. This should be because the victim wants to, not because it makes it easier to manage the situation. If required, schools should provide a physical space for victims to withdraw.
- 4.13 It may be necessary for schools and colleges to maintain arrangements to protect and support the victim for a long time. Schools and colleges should be prepared for this and should work with children's social care and other agencies as required.
- 4.14 It is therefore important that the designated safeguarding lead knows how and where to seek support.
- 4.15 It is important that the school or college do everything they reasonably can to protect the victim from bullying and harassment as a result of any report they have made.
- 4.16 Whilst they should be given all the necessary support to remain in their school or college, if the trauma results in the victim being unable to do this, alternative provision or a move to another school or college 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).
- 4.17 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.
- 4.18 **Ongoing Considerations: Victim:** Once the DSL (or a deputy) 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 school or college. 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. 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. consider how best to keep the victim and alleged perpetrator(s) a reasonable distance apart on school or college premises (including during before and after school-based activities) and on transport to and from 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).

- 4.19 Maintaining 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 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 or college would seriously harm the education or welfare of the victim (and potentially other pupils or students). Where a criminal investigation into sexual assault leads to a conviction or caution, the school 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 and college 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, leaders should record 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 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/ carers as required). Any arrangements should be kept under review.

- 4.20 Safeguarding and supporting the alleged perpetrator(s) and children and young people who have displayed harmful sexual behaviour.** Advice about safeguarding and supporting the alleged perpetrators is set out in: [Sexual violence and sexual harassment between children at schools and colleges](#). The following should help shape any decisions regarding safeguarding and supporting the alleged perpetrator(s):

- The school needs to safeguard the victim (and the wider pupil/student body) and also 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 a symptom of either their own abuse or exposure to abusive practices and or materials.
- Advice should be taken, as appropriate, from children's social care, specialist sexual violence services and the police. The NSPCC also 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.

- [Contextual Safeguarding Network – Beyond Referrals \(Schools\)](#) provides a school self-assessment toolkit and guidance for addressing HSB in schools.
- [StopItNow - 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.
- 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 and discipline in schools is clear that teachers can discipline pupils 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.
- School can be a significant protective factor for children who have displayed HSB, and continued access to 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, the new educational institution is made aware of any ongoing support needs and where appropriate, potential risks to other children and staff. The designated safeguarding lead should take responsibility to ensure this happens as well as transferring the child protection file.

4.21 Toolkits:

- [Childnet - STAR SEND Toolkit](#) equips, enables and empowers educators with the knowledge they need to support young people with special educational needs and disabilities.
- [Childnet - Just a joke?](#) provides lesson plans, activities, a quiz and teaching guide designed to explore problematic online sexual behaviour with 9-12 year olds.
- [Childnet - Step Up, Speak Up](#) a practical campaign toolkit that addresses the issue of online sexual harassment amongst young people aged 13-17 years old.
- [Contextual Safeguarding Network – Beyond Referrals](#) - Schools levers for addressing HSB in schools.
- [Relationship abuse: disrespect nobody](#) [Tackling Child Sexual Abuse Strategy](#) [Together we can stop child sexual abuse](#)

Appendix 5. The role of the Designated Safeguarding Lead

1. Governing bodies, proprietors and management committees should ensure an appropriate senior member of staff from the school or college leadership team is appointed to the role of Designated Safeguarding Lead (DSL). The Designated Safeguarding Lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description.
 - 1.1. The DSL should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.
 - 1.2. Deputy Designated Safeguarding Leads Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the Designated Safeguarding Lead, this lead responsibility should not be delegated.
2. **Manage referrals:** The Designated Safeguarding Lead is expected to refer:
 - 2.1. cases of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care;
 - 2.2. to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
 - 2.3. where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
 - 2.4. where a crime may have been committed to the Police as required.
3. **Work with others:** The Designated Safeguarding Lead is expected to liaise with the head teacher to inform him of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
 - 3.1. Act as a point of contact with the safeguarding partners;
 - 3.2. Liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries
 - 3.3. Liaise with the case manager, their HR Business Partner and the designated officer(s) at the local authority for child protection in cases which concern a staff member.
 - 3.4. Liaise with Mayfield School staff, especially pastoral support staff, school nurses, IT technicians and special educational needs coordinators (SENCOs) and the mental health lead, on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
 - 3.5. Act as a source of support, advice and expertise for all staff.
 - 3.6. Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
 - 3.7. Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances; •
 - 3.8. 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 or college. This includes: to ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and, to support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

- 4. Training:** The Designated Safeguarding Lead and any deputies should undergo appropriate level equivalent safeguarding training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.
 - 4.1.** The Designated Safeguarding Lead should undertake Prevent awareness training. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role. In addition, they should:
 - 4.2.** 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. See chapter one of *Working together to safeguard children* for full details.
 - 4.3.** 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.
 - 4.4.** Ensure each member of staff has access to, and understands, the school or college's child protection policy and procedures, especially new and part-time staff.
 - 4.5.** Are alert to the specific needs of children in need, those with special educational needs and young carers.
 - 4.6.** Are able to keep detailed, accurate, secure written records of concerns and referrals.
 - 4.7.** Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
 - 4.8.** Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up-to-date capability required to keep children safe whilst they are online at school or college.
 - 4.9.** Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
 - 4.10.** Obtain access to resources and attend any relevant or refresher training courses.
 - 4.11.** Encourage a culture of listening to children and taking account of their wishes and feelings among all staff, in any measures the school or college may put in place to protect them.

5. Raise Awareness

The Designated Safeguarding Lead should:

- 5.1.** Ensure that the Mayfield School's child protection policies are known, understood and used appropriately.
- 5.2.** Work with governing bodies and proprietors to ensure that the Mayfield School's child protection policy is reviewed annually (as a minimum) and that the procedures and implementation are updated and reviewed regularly.

- 5.3. Ensure that the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made, and the role of the school or college in this.
- 5.4. Liaise with the LSCB to make sure staff are made aware of any training opportunities and the latest local policies on safeguarding arrangements.
- 5.5. Ensure that staff are aware of the referral process under section 17(10) of the Children Act 1989, which relates to those children unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.

6. Child protection files

- 6.1. When children leave the school or college, ensure that their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs, or the named person with oversight for SEN in colleges, are aware, as required.
- 6.2. In addition to the child protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

- 7. **Availability:** During term time the Designated Safeguarding Lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst, generally speaking, the Designated Safeguarding Lead (or Deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the Designated Safeguarding Lead, to define what 'available' means and whether, in exceptional circumstances, availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and colleges and the Designated Safeguarding Lead to arrange adequate and appropriate cover arrangements for any out-of-hours/out-of-term time contact.

Appendix 6: The Governance of Safeguarding

The Local Governing Board (LGB) will monitor that the following are delivered by the Mayfield School:

1. The Chair of Governors will ensure that there is a designated safeguarding governor on each LGB and that they have been provided suitable training annually.
2. The Mayfield School has the most recent Safeguarding and child protection policy and has uploaded this to the statutory information section of its web site. It has procedures in place that are consistent with DfE, local safeguarding children board guidance and locally agreed inter-agency procedures, and the policy is made available to parents and carers on request.
3. The DSL and safeguarding link governor provide with an audit of their safeguarding procedures termly and will be part of the annual audit.
4. Mayfield School operates [safe recruitment procedures](#) and ensures that all appropriate checks are carried out on the staff and volunteers who work with children. Any line manager must undergo safer recruitment training before participating on an interview panel.
5. The Mayfield School has procedures for dealing with allegations of abuse against teachers and other staff that comply with the guidance from the locally agreed inter-agency procedures.
6. A senior member of the Mayfield School's leadership team is designated to take lead responsibility for child protection (the Designated Safeguarding Lead, DSL).
7. The Mayfield School has identified an appropriate designated teacher for looked-after children (LAC).
8. Mayfield School has identified an appropriate designated person for online safety.
9. Pupils are taught about online safety through Computing and RSHE curriculum.
10. The DSL undertakes DSL training, or equivalent, and training on inter-agency work with local authorities, at appropriate intervals, as and when required, but at least annually.
11. The designated governor for safeguarding is responsible for liaising with the senior management team to immediately remedy any deficiencies or weaknesses in Mayfield School's safeguarding arrangements. The designated safeguarding governor for safeguarding must report termly to the Governing Board and this should be explicitly minuted.
12. Where services or activities are provided on the Mayfield School's premises by another body, the body concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection, and liaises with the Mayfield School on these matters, where appropriate.
13. That policies, procedures and the discharge of safeguarding duties are reviewed annually.

Appendix 7: Online safety and see [Online Safety Policy \(01.12.20\).pdf](#)

- 1.** The use of technology has become a significant component of many safeguarding issues: child sexual exploitation, radicalisation and sexual predation; technology often provides the platform that facilitates harm.
- 2.** An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident, where appropriate.
- 3.** The breadth of issues covered by online safety is considerable, but can be categorised into three areas of risk:
 - 3.1.** Content: being exposed to illegal, inappropriate or harmful material, for example, pornography, fake news, racist or radical and extremist views.
 - 3.2.** Contact: being subjected to harmful online interaction with other users, for example, commercial advertising, as well as adults posing as children or young adults.
 - 3.3.** Conduct: personal online behaviour that increases the likelihood of, or causes, harm, for example, making, sending and receiving explicit images or online bullying.
- 4.** Resources that could support schools and colleges include:
 - 4.1.** UKCCIS have recently published their Education for a connected world framework, which provides an approach to the curriculum for a whole school approach to safeguarding and online safety. It covers early years through to age 18.
 - 4.2.** The PSHE Association provides guidance to schools on developing their PSHE curriculum – www.pshe-association.org.uk
 - 4.3.** Parent Zone and Google have developed 'Be Internet Legends', a free internet safety curriculum with PSHE accredited lesson plans and teaching resources for key stage 2 pupils.

Specific safeguarding issues related to online safety

- 5. Cyberbullying:**
 - 5.1.** Cyberbullying takes place online, such as through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. (See also the school behaviour policy.)
 - 5.2.** 1.2 Cyberbullying can also be a form of peer on peer abuse through sexual harassment that happens through the use of technology online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.
- 6. Preventing and addressing cyber-bullying**
 - 6.1.** To help prevent cyber-bullying, we will ensure that pupils understand what it is and what to do if they become aware of it happening to them or others. We will ensure that pupils know how they can report any incidents and are encouraged to do so, including where they are a witness rather than the victim.
 - 6.2.** The Mayfield School will actively discuss cyberbullying with pupils, explaining the reasons why it occurs, the forms it may take and what the consequences can be. Teachers will discuss cyber-bullying with their classes when appropriate, and the issue will be addressed in assemblies.

- 6.3. Teaching staff are also encouraged to find opportunities to use aspects of the curriculum to cover cyber-bullying. This includes personal, social, health and economic (PSHE) education, and other subjects where appropriate.
- 6.4. All staff, governors and volunteers (where appropriate) receive training on cyber-bullying, its impact and ways to support pupils, as part of safeguarding training.
- 6.5. The Mayfield School also sends information/leaflets on cyber-bullying to parents so that they are aware of the signs, how to report it and how they can support children who may be affected.
- 6.6. In relation to a specific incident of cyber-bullying, the Mayfield School will follow the processes set out in the school behaviour policy. Where illegal, inappropriate or harmful material has been spread among pupils, the school will use all reasonable endeavours to ensure the incident is contained.
- 6.7. The DSL will consider whether the incident should be reported to the police if it involves illegal material, and will work with external services if deemed appropriate.

7. Preventing radicalisation

- 7.1. Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of our safeguarding approach.
- 7.2. We are particularly vigilant to any online behaviour that suggests any radicalised behaviour through our eSafe programme such as contacts through social media.

Useful links and resources for staff, pupils and parents

Opportunities to teach online safety to pupils:

- [Be Internet Legends](#) developed by Parent Zone and Google is a free internet safety curriculum with PSHE accredited lesson plans and teaching resources for Key Stage 2 pupils
- [Disrespectnobody](#) is Home Office advice and includes resources on healthy relationships, including sexting and pornography
- [Education for a connected world](#) framework from the UK Council for Internet Safety supports the development of the curriculum and is of particular relevance to RSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond (covering early years through to age 18) and to be central to a whole school or college approach to safeguarding and online safety.
- [PSHE association](#) provides guidance to schools on developing their PSHE curriculum
- [Teaching online safety](#) in school is departmental guidance outlining how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements
- [Thinkuknow](#) is the National Crime Agency/CEOPs education programme with age specific resources
- [Sexting: responding to incidents and safeguarding children](#) - UK Council for Internet Safety. UK Safer Internet Centre has developed further guidance and resources that can help with the teaching of the online safety component of the Computing Curriculum.

Advice for governing bodies/proprietors and senior leaders

- [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](#) provides advice on all aspects of a school or college's online safety arrangements
- [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
- UK Council for Internet Safety have provided advice on [sexting-in-schools-andcolleges](#) and [using-external-visitors-to-support-online-safety-education](#)

Remote education, virtual lessons and live streaming

- [Case studies on remote education practice](#) are available for schools to learn from each other
- [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
- [National cyber security centre](#) guidance on how to set up and use video conferencing
- [UK Safer Internet Centre](#) guidance on safe remote learning

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

Parental support

- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, 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](#)
- [Government advice about security and privacy settings](#), blocking unsuitable content, and parental controls
- [Internet Matters](#) provide age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- [Let's Talk About It](#) provides advice for parents and carers to keep children safe from online radicalisation
- [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
- [Lucy Faithfull Foundation StopItNow](#) resource 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
- [Net-aware](#) provides support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games
- [Parentzone](#) provides help for parents and carers on how to keep their children safe online
- Parent info from [Parentzone](#) and the National Crime Agency provides support and guidance for parents from leading experts and organisations
- [UK Safer Internet Centre](#) provide tips, advice, guides and other resources to help

APPENDIX 8: CONTACTS AND LINKS for Redbridge

CAF 020 8708 2611 CAFDuty@redbridge.gov.uk CAFAdmin@redbridge.gov.uk

Child Protection & Assessment Team 020 8708 3885 CPAT.Referrals@redbridge.gov.uk

Children Missing from Education 020 8708 6047 / 86029 cme@redbridge.gov.uk

Children with Disabilities Team 020 8708 6092 Admin.CWDT@redbridge.gov.uk

Children's Services Complaints 0208 8708 5174 ChildrensComplaints@redbridge.gov.uk

Families Together Hub 020 8708 2611 Early.Intervention@redbridge.gov.uk

Emergency Duty Team EDT (Out of hours: after 5pm & weekends) 020 8708 5897

Local Authority Designated Officer Helen Curtis 020 8708 5350 helen.curtis@redbridge.gov.uk

Local Safeguarding Children Board 020 8708 5282 LSCB@redbridge.gov.uk 71

Web links: Ofsted <https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-yearseducation-and-skills-from-september-2015/inspecting-safeguarding-in-early-years-education-andskills-settin>