



Joseph Swan Academy

Safeguarding and Child Protection Policy

2018 – 2019

To be reviewed September 2019

Key Academy Contacts (September 2018)

Designated Safeguarding Lead (formerly the Designated Child Protection Coordinator)
Jonathan Maylin (Senior Lead Director) 0191 442 2000 ext 251
jonathanmaylin@josephswan.org.uk

Deputy Designated Safeguarding Leads

Heather Scott (Head Teacher) 0191 442 2000 ext 201
Laura Allan (Senior Director of Student Development) 0191 442 2000 ext 264

Nominated Governors for Safeguarding and Child Protection

Mrs H Harold – Chair of Governors

Local Authority Designated Officer (LADO)

Nicholas Leon 0191 433 3554

Referral to Social Care - Referral & Assessment Team, Civic Centre,

Where schools have immediate concerns for the safety and welfare of a child or young person during office hours, telephone 0191 433 2505

To make urgent referrals out of office hours, telephone the Emergency Duty Team (EDT) on 0191 477 0844

If urgent action is required in any situation contact the Police.

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Introduction

Joseph Swan Academy takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care: "The welfare of the child is paramount" (Children Act 1989). Section 175 of the Education Act 2002 places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are students of the Academy.

<http://www.legislation.gov.uk/ukpga/2002/32/section/175>

There are three main elements to our child protection policy:

- a) Prevention through the creation of a positive Academy atmosphere and the teaching, and pastoral support offered to students
- b) Protection by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns
- c) Support to students who may have been abused.

This policy applies to all students, staff, governors, volunteers and visitors to Joseph Swan Academy

This Academy recognises it is an agent of referral and not of investigation.

Purpose

This safeguarding and child protection policy provides guidance and direction to staff about expected behaviour when dealing with safeguarding and child protection issues. It makes explicit the Academy's commitment to the development of good practice and sound procedures. This ensures that child protection concerns, referrals and monitoring may be handled sensitively, professionally and in ways which support the needs of the child.

Recent Developments and Updates

[Working together to safeguard children](#) July 2018 replaces previous statutory guidance on inter-agency working to safeguard and promote the welfare of children. This guidance is aimed at a number of professional bodies and is directly relevant to anybody working in education/schools. Statutory guidance is issued by law and you must follow it.

www.gov.uk/government/publications/working-together-to-safeguard-children--2

[Keeping children safe in education: for schools and colleges](#) also replaces previous statutory guidance from 3rd September 2018. [Keeping children safe in education: for school and college staff \(part 1\)](#) is literally the first part of this document and is reproduced within this document. These documents dictate Safeguarding and Child Protection practice in schools/academies and apply to every member of staff.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/707761/Keeping_Children_Safe_in_Education_-_September_2018.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/707688/Keeping_Children_Safe_in_Education_-_Part_1_-_September_2018.pdf

What Academy staff should know and do – A child centred and coordinated approach to safeguarding

1. Academy staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance Working together to safeguard children
2. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child
3. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
 - protecting children from maltreatment
 - preventing impairment of children's 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
5. Children includes everyone under the age of 18

The role of Academy staff

6. Academy staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating
7. **All** staff have a responsibility to provide a safe environment in which children can learn
8. **All** staff should be prepared to identify children who may benefit from early help¹. 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
9. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 23-34. Staff should expect to support social workers and other agencies following any referral
10. Our Academy has a Designated Safeguarding Lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care
11. The Designated Safeguarding Lead and the Deputies have a complete safeguarding picture and are the appropriate persons to advise on the response to safeguarding concerns

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

12. The Teachers' Standards 2012 state that teachers (which includes Head Teachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties²

What Academy staff need to know

13. **All** staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:
- the child protection policy
 - the behaviour policy
 - the staff code of conduct
 - the safeguarding response to children who go missing from education
 - the role of the designated safeguarding lead (including the identity of the Designated Safeguarding Lead and the Deputies).

Copies of relevant policies and a copy of this document will be provided to staff at induction

14. **All** staff receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff receive safeguarding and child protection updates, as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively
15. **All** staff should be aware of their local early help⁴ process and understand their role in it
16. **All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, 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 the role they might be expected to play in such assessments⁵
17. **All** staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or a Deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

²The Teachers' Standards apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012

³All schools are required to have a behaviour policy

⁴Detailed information on early help can be found in Chapter 1 of Working together to safeguard children

⁵Detailed information on statutory assessments can be found in Chapter 1 of Working together to safeguard children

What Academy staff should look out for

18. **Any** child may benefit from early help, but all Academy staff should be particularly alert to the potential need for early help for a child who:
 - is disabled and has specific additional needs
 - has special educational needs (whether or not they have a statutory education, health and care plan)
 - is a young carer
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
 - is frequently missing/goes missing from care or from home; • is misusing drugs or alcohol themselves
 - is at risk of modern slavery, trafficking or exploitation
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
 - has returned home to their family from care
 - is showing early signs of abuse and/or neglect
 - is at risk of being radicalised or exploited
 - is a privately fostered child.
19. **All** staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Indicators of abuse and neglect, and examples of safeguarding issues are described in paragraphs 43-53 of this guidance
20. DfE advice [What to do if you are worried a child is being abused - Advice for practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout. The [NSPCC](#) website also provides useful additional information on abuse and neglect and what to look out for
21. Staff working with children are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best** interests of the child
22. Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure, they should **always** speak to the Designated Safeguarding Lead (or Deputy)

What Academy should do if they have concerns about a child

23. If staff have **any concerns** about a child's welfare, they should act on them immediately. See page 12 for a flow chart setting out the process for staff when they have concerns about a child
24. If staff have a concern, they must speak to the Designated Safeguarding Lead (or Deputy)

25. Options will then include:
- managing any support for the child internally via the Academy's own pastoral support processes
 - an early help assessment⁶; or
 - a referral for statutory services⁷, for example as the child might be in need, is in need or suffering or likely to suffer harm
26. The Designated Safeguarding Lead or a Deputy will always be available to discuss safeguarding concerns. If in exceptional circumstances, the Designated Safeguarding Lead (or Deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the Academy Leadership Team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the Designated Safeguarding Lead (or Deputy) as soon as is practically possible
27. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers](#) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information

Early help

28. If early help is appropriate, the Designated Safeguarding Lead (or Deputy) will generally lead and coordinate on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff will be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse

Statutory assessments

29. **Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.** Referrals should follow the local authority's referral process⁸

⁶Further information on early help assessments, provision of early help services and accessing services is in Chapter 1 of Working together to safeguard children

⁷Local authority children's social care has the responsibility for clarifying the process for referrals (Chapter one of Working together to safeguard children)

⁸Chapter 1 of Working together to safeguard children.

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 authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

30. The online tool [Report child abuse to local council](#) directs to the relevant local children's social care contact number

What will the local authority do?

31. The local authority should make a decision, within one working day of a referral being made, about the type of response that is required and should let the referrer know the outcome. This will include determining whether:
 - the child requires immediate protection and urgent action is required
 - whether the child is in need, and should be assessed under section 17
 - there is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47
 - any services are required by the child and family and what type of services
 - further specialist assessments are required in order to help the local authority to decide what further action to take
32. The referrer should follow up if this information is not forthcoming
33. If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the Designated Safeguarding Lead (or Deputy) as required)
34. If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves

Female Genital Mutilation mandatory reporting duty for teachers

35. **All** staff should speak to the Designated Safeguarding Lead (or Deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers**⁹. If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. **See Annex A** for further details.

Record keeping

36. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss this with the Designated Safeguarding Lead (or Deputy)

Why is all of this important?

37. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Examples of this poor practice include:
- failing to act on and refer the early signs of abuse and neglect
 - poor record keeping
 - failing to listen to the views of the child
 - failing to re-assess concerns when situations do not improve
 - not sharing information
 - sharing information too slowly
 - a lack of challenge to those who appear not to be taking action¹⁰

What Academy staff should do if they have concerns about another staff member who may pose a risk of harm to children

38. If staff have [safeguarding concerns, or an allegation is made about another member of staff \(including volunteers\)](#) posing a risk of harm to children, then:
- this should be referred to the Head Teacher
 - where there are concerns/allegations about the Head Teacher, this should be referred to the chair of governors
 - in the event of being unable to report the concerns to the chair of governors, allegations should be reported directly to the designated officer(s) at the local authority (LADO)
39. Full details can be found in Part four of [Keeping children safe in education](#)

⁹Under 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)

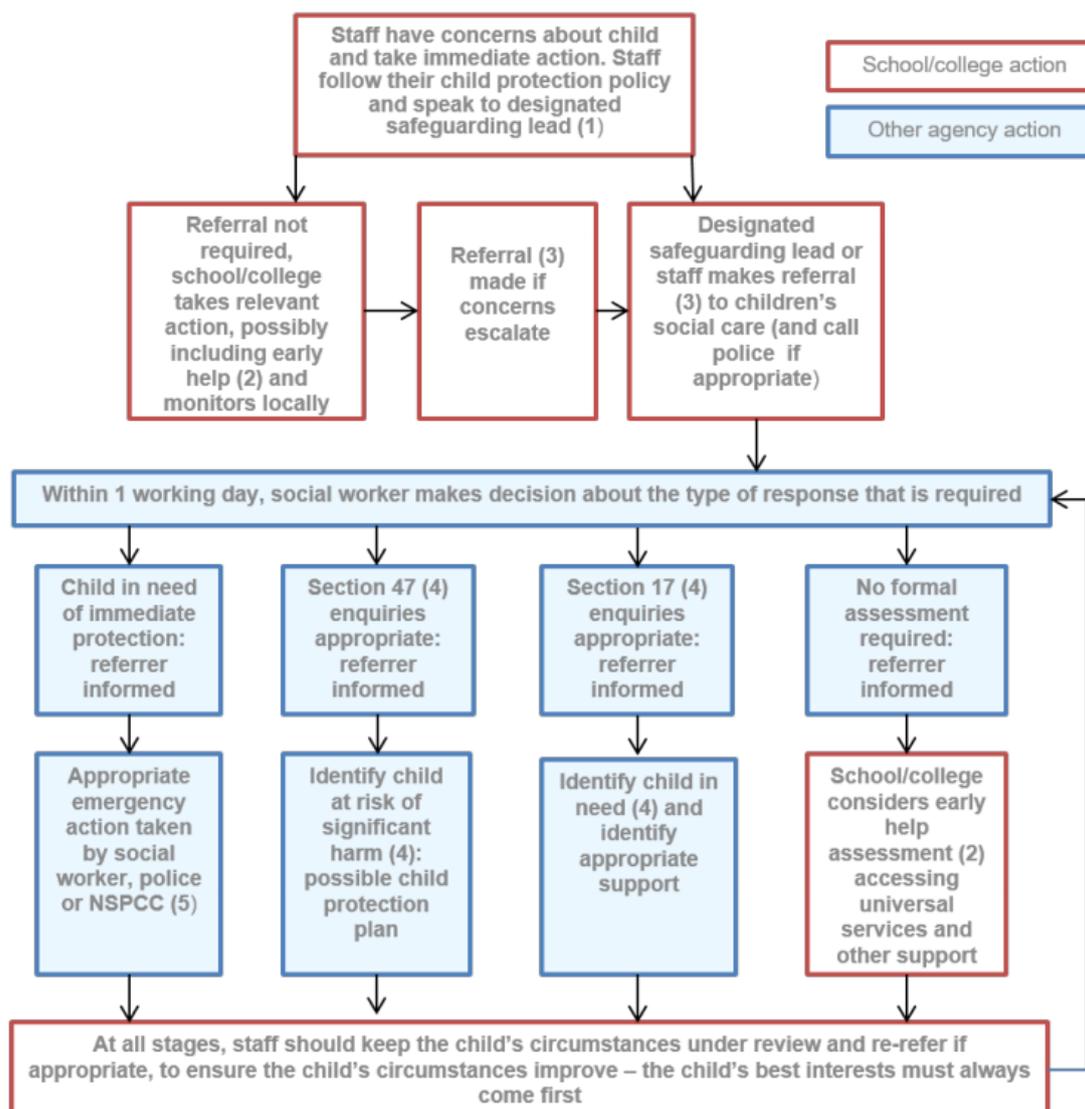
¹⁰An analysis of serious case reviews can be found at [Serious case reviews, 2011 to 2014](#)

What Academy staff should do if they have concerns about safeguarding practices within the Academy

40. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the Academy's safeguarding regime. Such concerns will be taken seriously by Designated Safeguarding Lead, Deputy Designated Safeguarding Leads, the Academy Leadership Team and all middle leaders
41. Appropriate [whistleblowing procedures](#) are in place for such concerns to be raised with the Academy's Leadership Team
42. If a staff member feels unable to raise an issue within the Academy, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:
 - General guidance can be found at: [Advice on whistleblowing](#)
 - The [NSPCC whistleblowing helpline](#) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk¹¹

¹¹Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.

Actions where there are concerns about a child



- (1) In cases which also involve an allegation of abuse against a staff member, see Part four of [Keeping children safe in education](#)
- (2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to safeguard children](#) provides detailed guidance on the early help process
- (3) Referrals should follow the local authority's referral process. See Chapter one of [Working Together to safeguard children](#)
- (4) Under the Children Act 1989, the local authority is required to provide services for children in need for the purpose of safeguarding and promoting welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm
- (5) This could include applying for Emergency Protection Order (EPO)

Indicators of abuse and neglect

43. All Academy staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another
44. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. 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
45. **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
46. **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 cyber-bullying), 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
47. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. 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 (see paragraph 50)
48. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, 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 care-givers); or ensure access to appropriate medical care or

treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

Specific safeguarding issues

49. **All** staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger
50. **All** staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to
 - bullying (including cyberbullying)
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - sexual violence and sexual harassment
 - sexting (also known as youth produced sexual imagery)
 - initiation/hazing type violence and rituals
51. **All** staff should be clear as to the Academy's policy and procedures with regards to peer on peer abuse. Peer on peer abuse is a safeguarding and child protection issue and therefore must be reported to the Designated Safeguarding Lead (or Deputy) immediately. The guidelines regarding peer on peer abuse were introduced in September 2018. Further information can be found in Annex A on page 28. For further advice please speak to the Designated Safeguarding Lead (or Deputy)
52. Safeguarding incidents and/or behaviours can be associated with factors outside the Academy and/or can occur between children outside the Academy. All staff, but especially the Designated Safeguarding Lead (or Deputy) should consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here: [Contextual Safeguarding](#).
53. **Annex A** contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex

Child Protection Procedure

It is essential that all staff familiarise themselves with the agreed procedure. Often the first sign that a child is being abused is when they make a disclosure to a member of staff. In addition staff may see signs, which cause them concern. In both cases staff should seek information from the child with tact and sympathy. It is essential that staff deal with any disclosures by a child in the following way. If you are teaching ask for cover so that you don't have to put the child off until later.

- Listen – do not comment upon what has been said, do not suggest alternative explanations for the child's worries
- The child should feel that she/he is believed
- Do not pass judgement
- Do not promise any particular course of action
- If the child asks for secrecy they should be told sensitively that the teacher has a responsibility to refer cases of alleged abuse to the appropriate agencies for the child's own sake
- Do not rush the child. The chances are it has taken a great deal of thought and courage to make the disclosure
- Inform the student that you have a legal responsibility to inform the Designated Safeguarding Lead who has experience of dealing with similar incidents

What to do next

- Make an immediate, careful record of what has been said using the child's words wherever possible
- Inform one of the Designated Safeguarding Leads. They will make the decision based on the evidence (plus possible future discussion with the child where appropriate) and decide whether Social Services should be informed
- Record in writing the fact you have made a referral to the Designated Child Protection Co-ordinator

Remain caring and supportive of the child

If you have immediate concern for the safety of a child, you must take all necessary steps to ensure their safety. This may mean, in exceptional circumstances making a referral to the Police or Social Care. As soon as this is done, the Academy's policy on Child Protection must be followed. Unless there are exceptional circumstances staff should not take it upon themselves to decide what course of action should be taken. Staff should not contact agencies directly unless directed by the Designated Safeguarding Lead

NB: Staff should be aware that Academy has no brief to investigate allegations of Abuse, but we do have a duty to be aware of signs and pass on any concerns we may have to appropriate agencies.

Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within Academies and the Local Authority who have specific responsibilities under child protection procedures. The names of those carrying out these responsibilities for the current year are listed on the first page of this document.

It is the role of the Designated Safeguarding Lead to ensure that all of the child protection procedures are followed within the Academy, and to make appropriate, timely referrals to Gateshead Social Care Services in accordance with Academy procedures. Additionally, it is the role of the Designated Safeguarding Lead to ensure all staff employed, including temporary staff and volunteers, within the Academy are aware of the Academy's internal procedures, to advise staff and to offer support to those requiring this

The Governing Body and Academy Leadership Team are responsible for ensuring that the Academy follows safe recruitment processes. As part of the Academy's recruitment and vetting process, the Disclosure and Barring Service (DBS), DfES List 99 and other statutory lists and local intelligence checks will be sought for all staff who have substantial and/or unsupervised access to children. The role of the nominated Governor for Child Protection is to ensure that the Academy has an effective policy and that the LSCB Guidelines are complied with <http://www.gateshead.gov.uk/lscb/home.aspx> and to support the Academy in this aspect.

Governors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached. The Designated Safeguarding Lead and the Head Teacher provide an annual report for the governing body detailing any changes to the policy and procedures and training undertaken by all staff and governors and other relevant issues.

All staff are kept informed about child protection responsibilities and procedures through induction, briefings and awareness training. They will be made aware of the Academy's policy on safeguarding and child protection and the identity of the Academy's Designated Safeguarding Lead. In the absence of the above, the matter should be brought to the attention of a Deputy Designated Safeguarding. The Designated Safeguarding Lead will immediately refer cases of suspected abuse or allegations to Gateshead Social Care by telephone and in accordance with the LSCB procedures. The telephone referral to Gateshead Referral and Assessment Team will be confirmed in writing within 48 hours. Essential information will include the student's name, address, date of birth, family composition, the reason for the referral, whether the child's parents are aware of the referral, the name of person who initially received the disclosure plus any advice given. This written confirmation must be signed and dated by the referrer.

Where possible the Inter-agency Referral Form Confirmation of Referral Form should be used. The Academy will always undertake to share our intention to refer a child to Social Care with the parents or carers unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions advice

will be taken from Gateshead Social Care or Gateshead Police. Parents can obtain a copy of the Academy child protection policy on request.

Training and Support

The Head Teacher and all other staff who work with children will undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at three yearly intervals as set out "Working Together to Safeguard Children in Education". The Academy will ensure that the Designated Safeguarding Lead also undertakes training in inter-agency working that is provided by the LSCB and refresher training at two yearly intervals to keep knowledge and skills up to date. Temporary staff and volunteers who work with children in the Academy will be made aware of the Academy's arrangements for child protection and their responsibilities. Support will be available for staff from the Head Teacher in the first instance, and from members of the Academy's Leadership Team where there are concerns about child protection. All staff should have access to advice and guidance on the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are referred to in the staff handbook.

Professional Confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a student nor should they agree with a student to keep a secret, as where there is a child protection concern this must be reported to the Designated Safeguarding Lead and may require further investigation by appropriate authorities. Staff will be informed of relevant information in respect of individual cases regarding child protection on a "need to know basis" only. Any information shared with a member of staff in this way must be held confidentially to themselves.

Records and Monitoring

Well-kept records are essential to good child protection practice. Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen, putting the event in context, and giving the date, time and location. Where appropriate staff and/or students may be asked to complete a body map diagram to illustrate the location of marks or injuries. All records will be dated and signed and will include the action taken. These file notes are kept in a confidential file, which is separate to other files, and stored in the office of the Designated Safeguarding Lead. In the same way notes must be kept of any student who is being monitored for child protection reasons. If a student transfers from the Academy, these files will be copied for the new establishment and forwarded to the student's new establishment marked confidential and for the attention of the receiving school's Designated Safeguarding Lead.

Attendance at Child Protection Conferences and Core Groups

It is the responsibility of the Designated Safeguarding Lead to ensure that the Academy is represented or a report is submitted to any child protection conference called for children on their Academy roll or previously known to them. Whoever attends should be fully briefed on any issues or concerns the Academy has and be prepared to make decisions on registration at the end of the conference.

When a child is made subject of a Child Protection Plan it is the Designated Safeguarding Lead's responsibility to ensure that the child is monitored regarding their Academy attendance, welfare and presentation. If the Academy is part of the Core Group then the Designated Safeguarding Lead should ensure that the Academy is represented at these meetings; that there is a record of attendance and issues discussed. All concerns about the child protection plan and / or the child's welfare should be discussed and recorded at the core group meeting unless the child is at further risk of significant harm. In this case the Designated Safeguarding Lead must inform the child's key worker immediately and then record that they have done so and the actions agreed.

Supporting Students at Risk

Our Academy recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place. This Academy may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, whilst at Academy their behaviour may still be challenging and defiant or they may be withdrawn.

This Academy will endeavour to support students through:

- The curriculum to encourage self-esteem and self-motivation
- The Academy ethos which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued
- The implementation of the Academy's behaviour management policies. A consistent approach agreed by all staff which will endeavour to ensure the student knows that some behaviour is unacceptable but s/he is valued
- Regular liaison with other professionals and agencies who support the students and their families
- A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so
- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations
- Recognition that statistics indicate that children with behavioural difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and / or emotional and behavioural problems will need to be particularly sensitive to signs of abuse
- Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection

Contextual Safeguarding

Our Academy deals with a wide variety of issues and problems that affect the students in our care. Never assume that a particular type of harm or abuse would not happen in our local area. Staff at our Academy play a vital role in gathering information about the students that can be used to help and support them. Information regarding a child's home life, friendship groups or interests can add important contextual information that alters the way in which a situation is managed.

It is also important to be aware of local issues that affect safeguarding in our local community. For example Operation Sanctuary is a Police initiative to deal with the sexual exploitation of children in the North East of England. Since its launch in 2013 there have been nearly 100 arrests and approximately 300 victims have been identified. This initiative also created Operation Shelter which focused on the exploitation of vulnerable people by organised gangs in the West End of Newcastle upon Tyne. These issues have directly and indirectly affected students at our Academy.

The Academy is also part of Operation Encompass. This is a strategy to share intelligence between safeguarding partners. When the Police are called to domestic issues information is shared with schools across Gateshead. We benefit from this as it can help us to understand what a child is dealing with. It also means we have an opportunity to feedback to the Police or Social Services if we have any other concerns or issues.

Safe Academy; Safe Staff

In order to protect students and staff, members of staff should avoid physical contact with students as this could be misconstrued or misinterpreted. It is not illegal to touch a student and there will be occasions when physical contact is correct and proper, for example, shaking hands, comforting a distressed student, demonstrating how to use a musical instrument or first aid. Staff need to exercise good judgement and common sense while respecting a student's feelings and perception of personal space.

Members of Staff should never attempt to restrain or seclude a student unless it is to protect that student or another student or member of staff from imminent harm. If a member of staff does need to restrain a student then they must ensure that they use **reasonable force** as defined in "Use of Reasonable Force July 2013" (reviewed July 2015).

www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse. Only authorised agencies may investigate child abuse allegations (Social Care, the Police or in some areas, the NSPCC). Whilst it is permissible to ask the child(ren) simple, non-leading questions to ascertain the facts of the allegation, formal interviews and the taking of statements is

not. The procedure to be followed in the event of an allegation being made against a member of staff is set out within Chapter 10 of Gateshead LSCB Interagency Procedures Dealing with Allegations of Abuse Against a Person who Works with Children.

The Head Teacher or another Senior Manager should in the first instance contact the LA Designated Officer. Through discussion and consultation, a decision will be made whether to make a referral to Gateshead Social Care Services. The Nominated Member of the Governing Body must take responsibility for liaising with the LA Designated Officer if an allegation is made against the Head Teacher. If for any reason it is decided that a referral to Gateshead Social Care Services is not appropriate, it will be necessary to address matters in accordance with the Academy's disciplinary procedures in liaison with the Academy's HR Advisor.

If a member of staff is aware or any reason why they or another member of staff should not be working with children they must report it to the Head Teacher. If staff are involved in activities outside of the Academy (including on-line) that may potentially cause safeguarding issues or place staff in a compromising situation this should also be disclosed and discussed with the Head Teacher so that appropriate action and support can be put in place.

Use of the Academy Premises by other organisations

Where services or activities are provided separately by another body, using the Academy premises, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to Safeguarding children and child protection.

Policy Review and Monitoring

- The Governing Body is responsible for ensuring the annual review of this policy. Ensuring that the list of key contacts on the cover sheet is kept up to date
- The Governing Body must ensure that there are procedures in place for regular monitoring and evaluation of the implementation of this policy
- The Academy will make the policy available to parents/carers

Annex A: Further information

Annex A contains important additional information about specific forms of abuse and safeguarding issues. If staff have any concerns about a child's welfare, they should act on them immediately. They should follow the Academy child protection policy and speak to the Designated Safeguarding Lead (or Deputy).

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

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Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

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

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

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying

safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school or college's unauthorised absence and children missing from education procedures.

Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child sexual exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology. 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 abuse even if the sexual activity appears consensual
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity
- can take place in person or via technology, or a combination of both
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence
- may occur without the child or young person's immediate knowledge (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
- 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

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who have older boyfriends or girlfriends
- children who suffer from sexually transmitted infections or become pregnant
- children who suffer from changes in emotional well-being

- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late
- children who regularly miss school or education or do not take part in education

Child criminal exploitation: 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 are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹² 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 years
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults
- 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.

Domestic abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

Exposure to 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. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

¹²national crime agency human-trafficking

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

Safe young lives: young people and domestic abuse

Homelessness

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

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department 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: [here](#).

So-called 'honour-based' violence

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

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

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**¹³ that requires a different approach (see following section).

FGM

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

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 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.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out.¹⁴ 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 following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet.

¹³Under 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)

¹⁴Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

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

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

Extremism¹⁵ is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation¹⁶ 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 designated safeguarding lead (or deputy) making a referral to the Channel programme.

¹⁵As defined in the Government's Counter Extremism Strategy

¹⁶As defined in the Revised Prevent Duty Guidance for England and Wales

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard”¹⁷ to the need to prevent people from being drawn into terrorism”¹⁸. 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 covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

Additional support

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

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

Educate Against Hate, a website launched by the 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.

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 and colleges 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.

¹⁷ According to the Prevent duty guidance ‘having due regard’ means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

¹⁸“Terrorism” for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act)

Peer on peer abuse

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 cyberbullying); 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.

Sexual violence and sexual harassment between children in schools and colleges

Context

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. 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:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”
- challenging behaviours (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.

What is Sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003/19 as described below:

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

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or

anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?²⁰ Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.²¹

Sexual harassment

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

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.²² It may include:
 - non-consensual sharing of sexual images and videos
 - sexualised online bullying
 - unwanted sexual comments and messages, including, on social media
 - sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. 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

¹⁹ Legislation.gov.uk

²⁰ It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped. More information: here

²¹ PSHE Teaching about consent from the PSHE association provides advice and lesson plans to teach consent at Key stage 3 and 4

problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

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

Additional advice and support

Abuse or Safeguarding issue	Link to guidance / advice	Source
Abuse	What to do if you're worried a child is being abused	DfE Advice
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE Advice
	Relationship abuse: disrespect nobody	Home Office Website
Bullying	Preventing bullying including cyberbullying	DfE Advice
Children and the courts	Advice for 5-11-year olds witnesses in criminal courts	MoJ advice
	Advice for 12-17 year old witnesses in criminal courts	MoJ Advice
Children missing from education, home or care	Children missing education	DfE statutory guidance
	Child missing from home or care	DfE statutory guidance
	Children and adults missing strategy	Home Office strategy
Children with family members in prison	National Information Centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	County Lines: criminal exploitation of children and vulnerable adults	Home Office guidance
	Child sexual exploitation: guide for practitioners	DfE
	Trafficking: safeguarding children	DfE and HO advice
Drugs	Drugs: advice for schools	DfE and ACPO advice
	Drug strategy 2017	Home Office strategy
	Information and advice on drugs	Talk to Frank website
	ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention	Website developed by Mentor UK

Honour Based Violence (so called)	Female genital mutilation: information and resources	Home Office
	Female genital mutilation: multi agency statutory guidance	DfE, DH and HO statutory guidance
	Forced marriage: information and practice guidelines	Foreign Commonwealth Office and Home Office
Health and well-being	Fabricated or induced illness: safeguarding children	DfE, DH and HO
	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England resources
	Medical-conditions: supporting pupils at school	DfE statutory guidance
	Mental health and behaviour	DfE advice
Homelessness	Homelessness: How local authorities should exercise their functions	HCLG
Online	Sexting: responding to incidents and safeguarding children	UK Council for Child Internet Safety
Private fostering	Private fostering: local authorities	DfE statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty advice for schools	DfE advice
	Educate Against Hate Website	DfE and Home Office
Violence	Gangs and youth violence: for schools and colleges	Home Office advice
	Ending violence against women and girls 2016-2020 strategy	Home Office strategy
	Violence against women and girls: national statement of expectations for victims	Home Office guidance
	Sexual violence and sexual harassment between children in schools and colleges	DfE advice
	Serious violence strategy	Home Office strategy