



Excellence, Aspiration and
Care in Partnership

Safeguarding: Safe Recruitment & Child Protection Policy

2025.26

Written by	Mrs McLaren (Head of Inclusion)
Approved by	Mr Sullivan (CEO)
Signed	
Approved by	Mr Dhinsa (Head Teacher)
Signed	
Date approved	September 2025
Next review date	September 2026

Safeguarding: Safe Recruitment & Child Protection Policy

This policy will be reviewed annually by the relevant governors and Leadership Teams to keep up to date with National and Local Child Protection Practices.

What has been updated in the policy – 2025.26

Online Safety - In line with KCSIE guidance, the Trust reviews the effectiveness of its filtering and monitoring systems at least annually. Any alerts or breaches are reviewed by the DSL or a deputy and appropriate safeguarding action is taken.

Online Safety - Staff must also be alert to AI-generated sexual imagery (synthetic or deep fake material) involving children. This constitutes child sexual abuse material and must be referred to the DSL or deputy immediately.

Sharing Nudes & Semi Nudes: How to respond to an incident - Staff must be alert to AI-generated sexual imagery (synthetic or deep fake material) involving children. This constitutes child sexual abuse material and must be referred to the DSL or deputy immediately.

The use of School Premises by Other Organisations - In addition, Ashmole Trust ensures that safeguarding checks are completed and will comply with upcoming Martyn's Law (Terrorism (Protection of Premises) Bill) for venue security and emergency planning.

Changes made on P46 for Restrictive Interventions, Seclusion and Safeguarding in light of new DFE guidance on 'Use of reasonable force in schools' which comes into effect from April 2026



Ashmole Trust follows the procedures set out by the three safeguarding partners (the local authority; a clinical commission group with the local authority; and the chief officer of police in the area and takes account of guidance issued by the Department of Education through the Keeping Children Safe in Schools Guidelines 2025, Working together to Safeguard children and Early Years and Foundation Stage Framework (EYFS).

The three safeguarding partners and the Trust will work together to safeguard and promote the welfare of local children, including identifying and responding to their needs.

- Ensure that staff are aware that all staff have a responsibility to provide a safe environment in which children can learn.
- Ensure each academy or school has a designated senior person for child protection who has received appropriate training and support for this role and attends training refresher courses every year.
- Ensure each academy or school has a Deputy Designated Lead appointed who attends refresher training every year.
- Ensure each academy or school has a nominated Governor responsible for overseeing Safeguarding and Child Protection.
- Ensure that the Designated Lead and Deputy Designated Lead are familiar with the guidelines for their role outlined in Annexe A of the Keeping Children Safe in Education 2025.
- Ensure that staff are fully trained in safeguarding and child protection and that this is repeated annually and upon arrival at the academy or school. This to include publication to all staff of Part 1 of the 2025 Keeping Children Safe in Education Guidelines including Annex A.
- Ensure every member of staff (including temporary and supply staff and volunteers) and Governing Committee knows the name of the Designated Lead, and Deputy Designated Lead responsible for safeguarding and child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the Designated Lead and in their absence, the Deputy Designated Lead.
- Ensure that Parent/Carers have an understanding of the responsibility placed on the school and staff for safeguarding and child protection by setting out its obligations in the school prospectus.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.



- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure Safe Recruitment practices are always followed.
- Ensure that all staff and governors are aware of the responsibility for the Prevent Duty
- Ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS) 2021

Our policy applies to all staff, Governors, volunteers and contractors working in any part of the Ashmole Trust.

There are nine main elements to our policy:

- Ensuring we practise safe recruitment in checking the suitability of staff, volunteers and contractors to work with children.
- Raising awareness of safeguarding and child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed Child Protection Plan.
- Establishing a safe environment in which children can learn and develop.
- Ensuring the Prevent Duty is embedded in school policies and practices.
- Reassuring victims that they are being taken seriously and that they will be supported and kept safe. Students will not be given the impression they are creating a problem or made to feel ashamed for making a report
- The Trust will ensure that according to the Equality Act, it will not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).



- The Trust will also take under consideration the Human Rights Act 1998 to respect and protect an individual's human rights when they make individual decisions about them.

Governor/Trustee Responsibilities

The Trustees and Governors

Will have regard to the September 2025 Safeguarding Guidelines and any subsequent guidelines to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times.

Safeguarding/Child Protection Policies

The Trust/Governing Bodies recognise their responsibility to ensure there are effective policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

The Trustee/Governors, through the nominated Governor/s or Trustees will review annually the:

- Safeguarding, including Child Protection, Policy including appropriate safeguarding responses to children who go missing from education.
- Staff Code of Conduct including - acceptable use of technologies, staff/student relationships and communications including the use of social media.

The Trustee/Governors, through the nominated governor/s or Trustees will ensure that the child protection policy outlines procedures which

- are in accordance with government guidance
- refer to multi agency safeguarding partners (the local authority, a clinical commissioning group and the chief officer of police).
- are updated annually (as a minimum)
- are available publicly
- are followed by all staff.

Staff Training

The Trustee/Governors, through the nominated governor/s or Trustees, will ensure that all staff members undergo safeguarding and child protection training and updates in line with advice from the multi-agency safeguarding partners at induction and annually.



Safe Recruitment

The Trust has an explicit written statement committed to safeguarding which is included in all materials pertinent to recruitment. This includes advertisements, job descriptions, application forms, competency frameworks and the website pertinent to vacancies.

All applicants must complete a standardised application form requiring the necessary information for safe recruitment, in line with Safeguarding children and safer recruitment in education. The Trust will now use the Teacher Regulation Agency (TRA) to carry out Prohibition from Teaching Checks and QTS checks. From January 2021, the TRA no longer maintains a list of those teachers who have been sanctioned in the EEA member states. The Trust will continue to make checks appropriate to consider any relevant events that occur outside the UK.

If a candidate is shortlisted, an online search may be conducted as part of the Trust's due diligence. This may help identify any incidents or issues that have happened, and are publicly available online, which we may want to explore further with the applicant at interview. The Trust will inform the candidate if this occurs.

At least one panel member of any selection panel will have completed the training in safe recruitment and will be responsible for ensuring the implementation of safe recruitment practice. The Trust requires that at least one Governor and the CEO/Head Teacher for each academy or school are trained in safe recruiting.

Interviews, checks and vetting of candidates, and selection procedures will adhere to the advice issued from the DfE.

The Trust may as part of the shortlisting process consider carrying out an online search as part of the due diligence on the shortlisted candidates. This may help identify any incident or issues that have happened, and are publicly available online, which the school might want to explore with the applicant at interview.

The induction of new staff will include safeguarding issues so that all staff understand their roles and responsibilities and are confident in carrying them out.

Safeguarding checks and the right to work in the UK checks must be made and completed before the person may start work where those checks are statutorily required.



The Trust will maintain a single central record for each school on the recruitment and vetting of staff in line with DfE requirements. This record includes employees, Governors, volunteers and others brought into the school to provide additional teaching (i.e., music peripatetic teachers and sports coaches).

Evidence of DBS clearance and identity checks are required on supply teachers, student teachers and other educational workers from agencies where their deployment involves them in regular unsupervised contact with pupils.

Checks on staff who have worked or lived abroad will include, where possible, checks from that country as well as the full checks here.

Contractors, generally, should not have access to pupils and will be under supervision all the time. Where this does not apply, i.e. grounds maintenance and kitchen staff, evidence of full DBS checks will be required.

Visitors to the school meeting staff and having no access to pupils do not have to have checks, providing they are confirmed to meeting the staff away from students.

Alternative Provision Checked by the Inclusion Officer

Where the school places a pupil with an alternative provision provider, the Academy or school continues to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil. The school will 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.

Designated Safeguarding Lead

The CEO/Head Teacher will appoint at least one senior member of staff for each school to be the appointed Designated Lead for Safeguarding who will receive up-to-date training every 2 years and regular updates throughout the year. All staff receive annual safeguarding updates every year. Where possible, at least one additional senior member of staff will be trained as a reserve for the Designated Deputy Lead for safeguarding.



Procedures for Identifying and Reporting Cases, or Suspected Cases, of Abuse

Child abuse occurs throughout society, and affects children of all ages. Children may be abused by Parent/Carers, co-habitees, step-Parent/Carers, substitute Parent/Carers, siblings, relatives and friends. They may be abused at home, at school, even in care and may be subject to more than one 'type' of abuse. There are many behavioural signs but these indicate more about the fact of abuse than about the type.

Teachers are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop. It is the duty of all staff to be aware of signs of any form of abuse and to take action if there is a suspicion of abuse. The action taken must be in line with this policy.

The following is a guide to recognising abuse - it is not exhaustive and neither must staff fall into the trap of thinking that every child is abused because they happen to fit into one of the criteria outlined.

An accumulation of factors may, as part of a comprehensive assessment, support a suspicion of abuse.

Categories of Abuse: Definitions/Descriptions

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children outside of this environment.

All staff should consider whether children are at risk of abuse or exploitation in situations outside their families (e.g. sexual exploitation, criminal exploitation, serious youth violence).

Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge



- protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

Safeguarding and promoting the welfare of children includes everyone under the age of 18.

All students who have been subjected to any form of abuse will be provided with a support programme with the school. This may include making a referral to the school counsellor or being provided with support from a Trusted adult the student feels most comfortable with. Where needed external agency support will always be provided if needed by making the appropriate referral.

PHYSICAL ABUSE

Physical injury to a child, or a reasonable suspicion that the injury was inflicted, or knowingly not prevented.

For example:

- ⇒ Bruises from adult human bites
- ⇒ Black eyes without bruising to forehead
- ⇒ Injuries to the face and mouth, particularly to the inside of the mouth
- ⇒ Severe physical punishment wheals
- ⇒ Cigarette type burns
- ⇒ Burns and scalds
- ⇒ Fractures with unsatisfactory explanations
- ⇒ Poisoning for which the Parent/Carers has no reasonable explanation

NEGLECT

The persistent or severe neglect or exploitation of a child (for example, by exposure to any kind of danger, including cold and starvation) which results in serious impairment of the child's health or development, including non-organic failure to thrive.

For example:



- ⇒ Poor hair and skin tone
- ⇒ Stick like arms and legs
- ⇒ Expression of apathy/frozen watchfulness
- ⇒ Unusual eagerness to please
- ⇒ Overly pink arms/legs/hands and feet swollen
- ⇒ Concern over height/weight

EMOTIONAL ABUSE

The severe adverse effect on the behaviour and emotional development of a child caused by persistent or severe emotional ill-treatment or rejection. All abuse involves some emotional ill-treatment: this category should be used where it is the main or sole form of abuse.

Emotional abuse is very difficult to assess and can often be manipulated by other members of the family e.g. conflict/not liking daughter-in-law.

For example:

- ⇒ Verbal abuse
- ⇒ Lack of praise
- ⇒ Lack of encouragement
- ⇒ Inappropriate play
- ⇒ Lack of independence/responsibility
- ⇒ Lack of pride in child
- ⇒ Child ignored, belittled, molested
- ⇒ Child frightened about going home

Vulnerable child:

Children can be vulnerable in a variety of ways and a vulnerable child is not to be viewed as an abused child but as a child more vulnerable to abuse:

- ⇒ Difficult birth
- ⇒ Sickly child/odd appearance
- ⇒ A child who resembles a hated/feared/despised adult
- ⇒ A child is favoured by a hated/feared/despised adult
- ⇒ Wrong gender
- ⇒ Personality clash
- ⇒ Separated from mother/carer



Factors to exclude:

- ⇒ Learning difficulties
- ⇒ Medical problems
- ⇒ Illness/death in family
- ⇒ Isolated families
- ⇒ Creativeness and copying

SEXUAL ABUSE

Generally categorised as the involvement of dependent, developmentally immature children and adolescents in sexual activities they do not truly comprehend, to which they are unable to give informed consent, or that violate the social taboos of family roles.

It includes paedophilia, rape, incest, sexual intercourse between relatives within the prohibited degrees of relationships as laid down by the Sexual Offences Act 1956. Female Genital Mutilation (FGM) and the grooming of a young person in order to solicit sexual favours are also forms of sexual abuse.

Consequences or sign and symptoms:

- ⇒ Direct damage - tearing of the vaginal wall, rectal damage, ulceration, bleeding
- ⇒ Infection - sexually transmitted diseases
- ⇒ Throat infections
- ⇒ Pregnancy
- ⇒ Other forms of physical abuse

Direct physical consequences:

- ⇒ Flash backs - re-experiencing
- ⇒ Psychic numbing - detached - switched off - frozen watchfulness
- ⇒ Hyper alertness, sleeplessness, nightmares, impaired memory
- ⇒ Guilt, depression, anxiety, irritability

Specific patterns:

- ⇒ Disturbed behaviour
- ⇒ Psychosomatic responses - headaches



- ⇒ Abdominal pain
- ⇒ Over sexualised play or drawings or writing
- ⇒ Change in behaviour pattern – disruptive, withdrawn, regressive, wetting/soiling
- ⇒ Poor self esteem
- ⇒ S.T.D.
- ⇒ Pregnancy
- ⇒ Prostitution
- ⇒ Sexual assault on younger children (especially boys)
- ⇒ Drug/alcohol abuse
- ⇒ Self-mutilation/destruction
- ⇒ Running away
- ⇒ Severe depression
- ⇒ Sexualised behaviour

Early help indicators

In addition to the above all staff should also be alert to any child who:

- Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
- Has a parent or carer in custody (previously it was 'family member in prison'), or is affected by parental offending
- Is frequently missing/goes missing from education, home or care (the word 'education' has been added)

In each of these cases a referral should be made to Early Help through the Designated Safeguarding Lead or Deputy so that early intervention can be put on place.

Child on child abuse - Allegations of Abuse Made Against Other Children

As a Trust we recognise that children are capable of abusing their peers. All staff should be aware that safeguarding issues can manifest themselves via child on child abuse. There are a number of different forms which this can take. It should be clear that abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Child on child abuse can include sexual abuse and or harassment, bullying, cyber-bullying, including prejudiced-based and discriminatory bullying and



youth generated sexual imagery. The Trust takes a zero-tolerance approach on child on child abuse.

The Trust recognises that child on child abuse may take place even if this is not reported. This can take place inside and outside of school or online. Therefore, we understand our role in preventing this and responding to it if we believe a child may be at risk.

We understand the importance of challenging inappropriate behaviours between peers and reporting these to the Designating safeguarding Lead or Deputy.

All staff should be aware that technology is a significant component in many safeguarding and well-being issues, and children are at risk of online abuse as well as face to face.

The Trust are aware that children can abuse their peers online through:

- Abusive, harassing, and misogynistic messages
- Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
- Sharing of abusive images and pornography, to those who do not want to receive such content

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

- Bullying, cyber-bullying including prejudiced-based and discriminatory bullying including prejudiced-based and discriminatory bullying
- Abuse in intimate personal relationships between peers
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens, and/or encourages physical abuse)
- Sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which threatens and/or encourages sexual violence)
- Sexual harassment such as sexual comment, remarks, jokes and online sexual harassment, which may be a standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery) , including videos and the use of Artificial Intelligence to create child sexual abuse material



- Upskirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or alarm.
Upskirting is now a criminal offence under the Voyeurism Act
- 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).

Boys may be the victims of violence from peers and 'hazing' or initiations. This again should be considered as a form of abuse and the Designated Lead will determine the best course of action.

The Trust has clear processes as to how victims, perpetrators and any other children affected by child on child abuse are supported in school. This can be a referral to the school counsellor, regular support sessions with class teacher, the safeguarding team or learning mentor. Support will always be shared with parents and carers.

Extra-familial harms

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

All staff should be aware of child on child abuse and the important role they have in reporting any concerns to the Designated Safeguarding lead or Deputy.

Sexual Violence and Sexual Harassment between children

The Trust take our definition of sexual violence from the Sexual Offences Act 2003, which considers rape, assault by penetration and sexual assault, all types of sexual violence. In addition, we define sexual violence as 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual violence and sexual harassment can be between two children, or a group of children. Both sexes may be affected. All staff should be aware that online sexual violence or sexual harassment can be more complex, such as images shared at another school or across the internet, or



the victim being excluded offline as well as online. Child-on-child sexual violence and harassment can take place inside or outside of school and online.

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. We recognise that sexual violence and harassment can occur both online and offline, both physically and verbally and is never acceptable. We make it clear that all forms of sexual violence and harassment are unacceptable and will not be tolerated.

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) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (Youth Produced Sexual Imagery) inappropriate sexual comments on social media; exploitation; coercion and threats.

Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. All cases are challenged and shared with the Designated Safeguarding Lead or Deputy for further investigation and victims offered support in school or from external agencies.

Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage. 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. As set out in Part one of Keeping children safe in education (KCSIE), 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.



As set out above, sexual violence and sexual abuse can happen anywhere, and all staff are advised to maintain an attitude of **'it could happen here'**. As a Trust we should be aware of, and respond appropriately to all reports and concerns, including those outside the school and or online.

Everyone is responsible and should be aware of the importance of:

- making clear that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable, and it will not be tolerated and it should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys”. Challenging physical behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts.

As a Trust we recognise that not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse as it 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. We also understand that all of the above can be driven by wider societal factors beyond the school, such as everyday sexist stereotypes and everyday sexist language.

Where the report includes an online element, staff are aware that the key consideration is for them **not to view or forward illegal images of a child**. Further details can be found on UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people. This advice provides more details on what to do when viewing an image is unavoidable. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the Designated Safeguarding Lead or Deputy.

Where there are reports of sexual violence or allegations, the Trust will endeavour to keep the victim and perpetrator (s) a reasonable distance apart on school premises. This also includes before and after school activities. This will be under regular review to ensure the relevant actions are appropriate or whether there are wider cultural issues at play.

All staff should take action and report any concerns they have to the Designated Safeguarding Lead or Deputy including online and offline and those that have happened outside of school. Where a crime has taken place, the DSL will make a referral to the police and children's social care.



Harmful Sexual Behaviour

All staff need to be aware that children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB). HSB can occur online and/or face-to-face and can also occur simultaneously between the two.

When considering HSB, both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. HSB can, in some cases, progress on a continuum. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying HSB have often experienced their own abuse and trauma. Any reports of HSB must be reported to the designated safeguarding lead or deputy. Where a crime has taken place, the DSL will make a referral to the police and children's social care.

Serious Violence

Tackling serious violence requires a multiple-strand approach involving a range of partners across different sectors. All staff should be aware of the indicators of serious violence including knife crime, gun crime and homicides. These may include:

- Increased absence from school
- A change in friendships or relationships with individuals or groups
- A decline in performance, signs of self-harm or significant change in well-being or unexplained injuries
- Unexplained gifts or new possessions could indicate that children have been approached by, or are involved with individuals with criminal networks or gangs

Early intervention is crucial to prevent an escalation of criminal activity. Staff need to be aware of these indicators and inform the Designated Safeguarding Lead or Deputy if there are any concerns. Where a crime has taken place, the DSL will make a referral to the police and children's social care.



Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. It is important to note that only trained professionals should make a diagnosis of a mental health problem, but staff have the responsibility to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one.

Abuse, neglect or exploitation and other traumatic adverse childhood experiences can have a lasting impact, and it's key that staff are aware of how these experiences can affect children's mental health, behaviour and education.

The DSL has been trained as a senior mental health lead as well as 10 other members of staff.

Staff should take action on any mental health concerns that are also safeguarding concerns, by informing the DSL or deputy.

Domestic Abuse

All staff need to be aware of domestic abuse which can encompass a wide range of behaviours and may be a single or pattern of incidents. It covers types of abuse such as psychological, physical, sexual, financial, or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Children Who are Lesbian, Gay, Bi, or Trans (LGBT)

All staff should be aware the fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a Trusted adult with whom they can be open. It is therefore vital that all staff endeavour to reduce the



additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

The Child's Wishes

Where there is a safeguarding concern, the child's wishes and feelings are taken into account when determining what action to take and what services to provide. This may be through the Designated Lead speaking with the child or a member of staff appointed to do so by the Designated Lead. The Trust is clear that we operate any policies and practices with the **best** interests of the child at their heart. Where the child's wishes are in conflict with the statutory or mandatory reporting duty, this duty will always take precedence.

What Staff should do if a Disclosure is made or it is suspected that abuse is taking place

Staff must always follow the guidelines and are not to make their own decisions. Staff must report any suspected abuse to the Designated or Deputy Designated Lead as soon as possible. No member of staff should act alone on such a disclosure.

If a student makes an allegation about a member of staff, advice should be sought immediately. The child should only be questioned to ascertain the name of the member of staff and the nature of the allegation being made. It may be appropriate to ask the student to make a written statement while the matter is referred to the Designated Lead for Child Protection. If the allegation is against the Deputy Designated Lead, the matter should be referred to the CEO/Head Teacher. Individual members of staff must not undertake investigations.

What to do:

MEMBERS OF STAFF MUST NOT CONTACT PARENT/CARERS

Any member of staff who knows of or suspects an incident of abuse should refer the matter to the Designated Lead using the INCIDENT REPORT FORM (Appendix 1) if this is possible. Reports/notes can be taken using the school referral form. If the Designated Lead is not available, reports should be referred to the Deputy Designated Lead. **If the form is not readily available, staff should make notes with details of the young person's name, date of the referral and brief notes on the disclosure or concern.**



A teacher, or any other staff member where a child discloses, or may be about to disclose, abuse has a duty to listen to the child - to provide reassurance and to record the child's statement but not to probe or put words into the child's mouth. Staff need to follow the advice in this policy and must be familiar with the training materials provided each year.

A leading question is one that steers the child towards a particular answer, for example by asking 'what did he do to you?' or even 'he touched you, didn't he?' If you ask this there is a danger that the child will want to give you the "right" answer. Instead, stick to 'open' questions as far as possible, for example 'what happened then?' or 'did he do anything after that?'

The referral may come via the child's friend - this should be taken seriously. This should also be referred to the Designated Lead or in their absence the Deputy Designated Lead who will speak with the child concerned or the friend who has made the disclosure.

Professional experience is that children rarely lie - it is essential that staff assume they are telling the truth. Individual members of staff, including the Designated Lead or the Deputy Designated Lead, are not responsible for establishing the veracity of an allegation.

The best advice is to concentrate on listening closely to what the child says spontaneously, to observe the child's demeanour and to accurately record comments and observations. Consideration of pre-existing concerns about the child involved may also add to the whole picture.

Staff should recognise that they do not need to wait for a child to make a disclosure, and act on any concerns immediately. This may be a conversation that a child may have been harmed or a child's behaviour may be an indicator. Staff are aware that some children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation.

What will happen:

All information will be confined to The Designated Lead, the Deputy Designated Lead, the Head and the teacher(s) responsible for the initial report. The Designated Lead will liaise with Social Services and the Police.

Any allegation or detail must never be discussed with anyone else.



All incidents/allegations will be recorded by The Designated Lead and all such information kept, locked and separate from any pupil files.

The records will document every aspect of the case as it develops, including grounds for initial concern and where appropriate, descriptions of injuries to the child or worrying behaviour, records of interviews, evidence offered to a case conference and its minutes and outcomes.

Action may include any of the following:

- immediate referral to Local authority children's social care
 - (a) for action
 - (b) for advice (using the Barnet MASH or Enfield MASH forms, or depending on where the child resides).
- Further in-school observation
- Advice sought from other agencies
- Recording of changes in behaviour patterns, injuries
- Long term monitoring

In making a referral to social services or seeking advice, the following opening statements should be made:

- (a) I am ringing social services to make a referral as the Designated Lead for (name of academy/school).
- (b) As the Designated Lead I would like advice on.
Details of date/time/name of person talking to/outcome should be recorded and confirmed by letter as soon as possible.

Only the Designated Lead or Deputy Designated Lead will make any call to Local authority children's social care

School acts in loco-Parentis; therefore, the child can be interviewed in school as part of the unwritten agreement with the Parent/Carers. However, the child cannot be interviewed by a psychiatrist, a social worker or a police officer without the authority



of someone with Parent/Carers consent, except for emergency medical treatment. Parent/Carers will be informed of any allegations and referral to social services or the police unless to do so would place the child or a member of staff at greater risk. Parent/Carers must be told when a medical examination is necessary. This should also be explained in appropriate language to the child.

The Designated Safeguarding Lead and Deputy will always 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.

Only the Designated Lead or Deputy Designated Lead will make any call to the Police.

The Designated Safeguarding Lead or Deputy will contact the police when a potential crime has been committed. These include:

- Assault
- Criminal damage
- Cyber crime
- Drugs
- Harassment
- Sexual offences
- Theft
- Weapons

Supporting Pupils who have been Abused in Accordance with his/her Agreed Child Protection Plan

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- ⇒ The content of the curriculum.
- ⇒ The school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued.
- ⇒ The school behaviour policy, which is aimed at supporting vulnerable students in the school.



- ⇒ The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- ⇒ Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service.

It is the responsibility of the Designated Lead to ensure that core meetings, case conferences and any other essential meetings are attended by that teacher or a nominated teacher. Pastoral staff, including Learning Mentors will be made aware of any specific arrangements in place but will not be made aware of specific details of a particular case unless it is essential to do so. Where there is a known Court Order restricting access by a Parent/Carers or any other adult, arrangements will be made to ensure that all staff, including Reception staff, are aware of those legally binding restrictions.

A sexually abused or a physically abused child is also by definition emotionally abused and will need the specific support outlined at core meetings, but also any agreed school arrangements to support the individual through arranging counselling in school with the school counsellor or through CAMHS or any other recognised agency providing support.

If a disclosure is made to the school nurse, the school nurse should refer that disclosure to the Designated Lead.

Where a student is on the Child Protection Profile and leaves the school, their information will be transferred to the new school immediately and the child's social worker is informed.

Great care needs to be taken in integrating such pupils back into school.

Arrangements for the most appropriate member of staff will be made to help re-integration.

Work with teaching classes/tutor groups will be undertaken where appropriate. Where a student is on a Child Protection Plan or is a CIN, if that child is absent from school with no notification the Designated Lead will ensure that the social worker/Local authority children's social care have been informed.



When a Child Wants to Confide

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation, or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.

In any interview with the child, staff must follow the guidelines outlined:

- Listen
- Accept
- Record accurately
- Refer to The Designated Lead

DO'S

- Be accessible and receptive
- Listen carefully to what the child says spontaneously
- Observe the child's demeanour
- Take it seriously
- Reassure children they are right to tell
- Negotiate getting help from designated lead colleagues
- Find help quickly
- Make careful records of what was said - immediately and pass to the Designated Lead

i.e. LISTEN - RECORD - PASS ON

DON'T'S

- Offer absolute confidentiality
- Jump to conclusions
- Try to get the child to 'disclose'
- Speculate or accuse anybody
- Make promises you cannot keep



- Confuse physical abuse with normal bruising (e.g. shins/knees)

Contact Details

Social Services -020 8359 4066 (Barnet)
020 8379 5555 (Enfield)
020 8489 4470 (Haringey)

Children with Special Educational Needs and Disabilities

It is recognised that children with special educational needs and disabilities can face additional safeguarding challenges in terms of reporting or understanding abuse. They can also be at increased risk of being radicalised.

Where a young person discloses or abuse is suspected, the Designated Lead may enlist the support of SEN staff and in particular the SENCO to interview a student. It may be that the SENCO will support the student in any meeting with police and Local authority children's social care.

The Prevent Duty

All staff are responsible 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 to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

All staff have a responsibility to identify students who may be vulnerable to radicalisation. Staff need to be able to assess the risk of children being drawn into terrorism, including support for extremist ideas. An important part of this duty is the promotion of British values and developing students' ability to challenge extremist views. School should be a safe place where students can understand the risks associated with extremism and develop the skills to challenge extremist arguments.

Definitions:

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



Radicalisation: refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism: is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

In the main, the promotion of British values and the development of the ability to debate and counter extremist arguments will be through the Tutorial programme, assemblies and Thought for the Day and the PSHE curriculum, however all staff and subjects have a responsibility for promoting British values through both the curriculum studied and the skills developed.

The school will work with the three multiagency safeguarding partners to identify the risk and possible actions.

The school has a robust filtering system for checking for misuse of social networking sites but all staff should be aware of the need to monitor use of IT facilities and sites.

As part of the annual safeguarding training, staff will be updated on the level and type of risk associated with radicalisation and extremism. The Designated Lead and Deputy Designated Lead will undertake Prevent awareness training and will then update all staff.

Channel

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

If any member of staff is concerned about views expressed by students which would identify them at risk of radicalisation or extremist views, they should report this immediately to the Designated Lead.

Where appropriate, students will be referred to the local Channel programme by the Designated Lead with the agreement of the CEO/Head Teacher.



The Home Office have developed an e-learning module for further information on Prevent Awareness.

Child Sexual Exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some children may not realise they have been exploited e.g. if they believe they are in a romantic relationship.

Some of the following signs may be indicators of 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; and
- Children who regularly miss school or education or do not take part in education.

If a member of staff has any concerns about possible Child Sexual Exploitation this must be reported, as with any CP concern, to the Designated Lead or Deputy Designated Lead who will complete a Stage 1 CSE Initial Screening and Assessment Tool or make an immediate referral to Local authority children's social care.

Child Criminal Exploitation CCE - County Lines

Criminal exploitation of children is a geographically widespread form of abuse 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.

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children involved in CCE should be treated as victims even though they may commit crimes themselves.

Key to identifying potential involvement in county lines are missing episodes from school or home, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered and have been the perpetrator or **alleged** perpetrator of serious violence (e.g. knife crime), as well as the victim. Like other forms of abuse and exploitation, county lines exploitation:

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

County lines can also occur online and does not have to occur in person.

Female Genital Mutilation

Female Genital Mutilation (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. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.



Indicators

There are a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM has taken place are often difficult to identify. The list below is not exhaustive but may indicate a concern:

- a girl has difficulty walking or sitting or looks uncomfortable;
- a girl finds it hard to sit for long periods of time, and this was not previously a problem;
- a girl spends longer than normal in the toilet due to difficulty urinating;
- a girl spends long periods of time away from a classroom during the day with bladder or menstrual problems;
- a girl has frequent urinary, menstrual or stomach problems

The indicators of the risk of FGM are often subtle and the list below is not exhaustive:

- a female child's father comes from a community known to practise FGM;
- the family indicate that there are strong levels of influence held by elders and/or elders are involved in bringing up female children;
- a woman/family believe FGM is integral to cultural or religious identity;
- a girl/family has limited level of integration within the UK community
- Parent/Carers have limited access to information about FGM and do not know the harmful effects of FGM;
- a girl confides to a professional that she is to have a special procedure or attend a ceremony to 'become a woman';
- a girl talks about a long holiday to her country of origin or another country where the practice is prevalent;
- Parent/Carers state that they or a relative will take the girl out of the country for a prolonged period;
- a Parent/Carers or family member expresses concern that FGM may be carried out on the girl;
- a family is not engaging with the professionals;
- a family is already known to Local authority children's social care in relation to other safeguarding issues;
- a girl requests help from a teacher or another adult because she is aware or suspects that she may be at immediate risk of FGM;
- a girl talks about FGM in conversation with other children;
- a girl is unexpectedly absent from school.



Responses to suspected risk of FGM or that a student has been a victim of FGM

It is recognised that it is unlikely that staff will easily identify students at risk however, if staff have a concern regarding a girl that might be at risk of FGM they should activate local safeguarding procedures.

Since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach where FGM has taken place.

Mandatory Reporting Duty

There is a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. **Unless the teacher has a good reason not to, they should still discuss any such case with the school’s designated safeguarding lead and involve Local authority children’s Local authority children’s social care as appropriate.**

Honour Based Abuse

All staff are aware that ‘Honour-based’ abuse encompasses a range of 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. The indicators of HBA and associated factors will be covered with staff within the school safeguarding training. All members of staff are alert to the possibility of a child being at risk of HBA, or already having suffered HBA. All members of staff are aware that all forms of HBA are abuse (regardless of the motivation) and will be handled and escalated as such. Staff will speak with DSL if they are concerned about HBA. All members of staff will follow the school and KSCB procedures, using existing national and local protocols for multi-agency liaison with police and Local authority children’s Local authority children’s social care.



Forced Marriage

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32–36 focusing on the role of schools. Staff should report concerns regarding forced marriage to the DSL or can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmufco.gov.uk

Staff who feel their genuine concerns about the safeguarding of a child are not being addressed

Appropriate procedures, which are suitably reflected in staff training and staff behaviour policies, are in place to allow for such concerns to be raised within the Academy Trust through the appropriate leadership team.

Where a staff member feels unable to raise an issue with their line manager or employer or feels that their genuine concerns are not being addressed, other channels may be open to them through a direct referral to Local authority children's social care. **Staff should reflect very carefully, ensuring they have used all normal channels, before considering such action.**

Staff may wish to contact the NSPCC Whistleblowing helpline on 0800 028 0285.

Child Missing from Education

Ashmole Trust recognises that a child going missing from education is a potential indicator of abuse or neglect or exploitation. It may also be an indicator of FGM and forced marriage. It is recognised that not all children missing from education are at such risk but the risk should be assessed by the Designated Lead.

Children being absent from education (as 'deliberately missing education') for prolonged periods as defined and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect or exploitation, child sexual and child criminal exploitation – particularly county lines.

Any child who is already identified at risk of abuse, neglect/exploitation or radicalisation and is missing from school regularly or as a one-off absence, will be referred to Local authority children's social care, and police. The Trust will also complete a CME form (child missing from education) and forward this to the Local Authority.



Where a child who is the subject of a CP Plan has any absence of two days with no notification from Parent/Carers/carers the Designated Lead will ensure this is reported to Local authority children's social care.

Online Safety

At Ashmole Trust we value the use of new technologies in enhancing learning and encourage responsible use of ICT.

In line with KCSIE guidance, the Trust reviews the effectiveness of its filtering and monitoring systems at least annually. Any alerts or breaches are reviewed by the DSL or a deputy and appropriate safeguarding action is taken.

The requirement to ensure that young people are able to use information technologies and the internet appropriately and safely is a part of the school's wider duty of care. The internet and other digital and information technologies open up new opportunities but are not without risk. Online Safety in conjunction with other school policies (e.g. behaviour, anti-bullying and safeguarding policies) is intended to build students' resilience to the risks to which they may be exposed.

This applies to all members of the school community (including staff, students, Parent/Carers/carers) who have access to and are users of school ICT systems, both in and out of school.

Online safety can be classified into the three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or



pornography, sharing other explicit images and online bullying, including videos and the use of Artificial Intelligence to create child sexual abuse material

- **Commerce:** – risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

Staff must also be alert to AI-generated sexual imagery (synthetic or deepfake material) involving children. This constitutes child sexual abuse material and must be referred to the DSL or deputy immediately.

The school reserves the right to regulate the behaviour of students when they are off the school site and to impose sanctions for inappropriate behaviour. This will include incidents of cyber-bullying, or other Online Safety incidents which may take place out of school, but are linked to membership of the school. The school will take action as a result of such incident and will, where known, inform Parent/Carers/carers of incidents of inappropriate Online Safety behaviour that take place out of school.

Risks

Some of the risks include:

- Access to illegal, harmful or inappropriate images or other content
- Unauthorised access to, loss of or sharing of personal information
- The risk of being subject to grooming by those with whom they make contact on the internet
- The sharing or distribution of personal images without an individual's consent or knowledge
- Inappropriate communication or contact with others, including strangers
- Cyber-bullying including prejudiced-based and discriminatory bullying
- Access to unsuitable video and internet games
- An inability to evaluate the quality, accuracy and relevance of information on the internet
- Plagiarism and copyright infringement
- Illegal downloading of music or video files
- The potential for excessive use which may affect the social and emotional development and learning of the young person.
- Sexting (sharing nudes and semi-nudes also known as Youth Produced Sexual Imagery) including videos and the use of Artificial Intelligence to create child sexual abuse material



All staff must also be aware of harmful online challenges and hoaxes via social media. Further advice can be found on the DFE Harmful online challenges and online hoaxes guidance.

The Trust will review its approach annually to reflect the risks pupil's face.

Sharing Nudes and Semi-nudes: How to Respond to an Incident

What do we mean by sharing nudes and semi-nudes?

This is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing devices via services like Apple's AirDrop which works offline.

This does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency.

Staff must be alert to AI-generated sexual imagery (synthetic or deepfake material) involving children. This constitutes child sexual abuse material and must be referred to the DSL or deputy immediately.

What to do if an incident is reported to you?

Report it immediately to the Designated Safeguarding lead (DSL) or Deputy.

Staff must follow the below guidelines:

- **Never** view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – **this is illegal.**

If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL or deputy and seek support.

- **Do not** delete the imagery or ask the young person to delete it.



- **Do not** ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL or deputy.
- **Do not** share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- **Do not** say or do anything to blame or shame any young people involved.
- **Do** explain to them that you need to report it and reassure them that they will receive support and help from the DSL

Monitoring

The school will monitor the impact of the policy and any infringements of the policy through:

- Behaviour management referrals
- Any available monitoring logs of internet activity – e.g. LGFL – (including sites visited)
- Internal monitoring data for network activity
- Ranger Guard

The CEO/Head Teacher may delegate responsibility for Online Safety to the Designated Lead and members of the Leadership Team.

The CEO/Head Teacher may delegate to the Designated Lead investigations where there is a serious Online Safety allegation being made against a member of staff. Any such investigation and action will be in line with the Safeguarding: Child Protection Policy.

Decisions made as a result of such incidents will be made by the CEO/Head Teacher. Where the allegation is against the Designated Lead, the CEO/Head Teacher will lead the investigation.

Where the allegation is made against the CEO/Head Teacher, the Chair of Governors will be informed.

Teaching and Support Staff are responsible for ensuring that:

- They have an up to date awareness of Online Safety matters and of the current school Online Safety policy and practices
- They report any suspected misuse or problem to the Deputy CEO/Head Teacher for investigation / action / sanction.
- Any digital communications with students (email/Virtual Learning Environment (VLE) / voice) should be on a professional level and only carried out using official school systems.



- Online Safety issues are embedded in all aspects of the curriculum and other school activities.
- Students understand and follow the school Online Safety and acceptable use policy.
- Students have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations.
- They monitor ICT activity in lessons, extra-curricular and extended school activities.
- They are aware of Online Safety issues related to the use of iPads and, for the Sixth Form, mobile phones and cameras and that they monitor their use and implement current school policies with regard to these devices.
- In lessons where internet use is pre-planned, students should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches.

In addition to this, all staff will receive up to date training and through induction on online safety.

The Network Manager is responsible for ensuring:

- That the school's IT infrastructure is secure and is not open to misuse or malicious attack.
- That the school meets the Online Safety technical requirements outlined in the LGFL Security Policy and Acceptable Usage Policy.
- That users may only access the school's networks through a properly enforced password protection policy, in which passwords are regularly changed.
- LGFL is informed of issues relating to the filtering applied by the Grid.
- The school's filtering policy is applied and updated on a regular basis and that its implementation is not the sole responsibility of any single person.
- That he keeps up to date with Online Safety technical information in order to effectively carry out his Online Safety role and to inform and update others as relevant.
- That the use of the network /Firefly / remote access / email/Google Sites and Google classroom is regularly monitored in order that any misuse / attempted misuse can be reported to the appropriate.
- That monitoring software / systems are implemented and updated as agreed in school policies.
 - The Trust will review the filtering and monitoring provision at least annually.
 - All filtered concerns are reported to the DSL or deputy for further investigation

Education of Students

Online Safety education will be provided in the following ways:



- A planned Online Safety programme is provided as part of the Tutorial Programme and PHSE lessons. This is annually revisited to ensure coverage.
- Key Online Safety messages are reinforced as part of a planned programme of assemblies and tutorial/PSHE activities
- Students are explicitly taught in all lessons to be critically aware of the materials/content they access on-line and are guided to validate the accuracy of information.
- Students are helped to understand the need for the Acceptable Use Policy and encouraged to adopt safe and responsible use of ICT, the internet and mobile devices both in and outside school.
- Students are taught to acknowledge the source of information used and to respect copyright when using material accessed on the internet

Education – Parent/Carers

Many Parent/Carers and carers have only a limited understanding of Online Safety risks and issues, yet they play an essential role in the education of their children and in the monitoring/regulation of the children's on-line experiences.

Parent/Carers often either underestimate or do not realise how often children and young people come across potentially harmful and inappropriate material on the internet and are often unsure about what they would do about it. "There is a generational digital divide". (Byron Report).

The school provides information and awareness to Parent/Carers and carers through:
Letters

@Ashmole

The school web site

Google Sites/Google Classroom

Other online platforms

Parent/Carers' Evenings

Education & Training – Staff

Staff will receive Online Safety training and understand their responsibilities, as outlined in this policy. Training will be offered as follows:

- A planned programme of formal Online Safety training will be made available to staff where a need is identified.
- It is expected that some staff will identify, or have identified for them, Online Safety as a training need within the performance management process.



- All new staff will receive Online Safety training as part of their induction programme, ensuring that they fully understand the school's Online Safety policy and Acceptable Use Policies.
- This Online Safety policy and its updates will be presented to and discussed by staff in staff/team meetings/ INSET days where necessary

The school will be responsible for ensuring that the school infrastructure/network is as safe and secure as is reasonably possible and that policies and procedures approved within this policy are implemented.

School ICT systems will be managed in ways that ensure that the school meets the Online Safety technical requirements outlined in the LGfL Security Policy and Acceptable Usage Policy.

There will be regular reviews and audits of the safety and security of school ICT systems. Servers, wireless systems and cabling must be securely located and physical access restricted.

All users will be provided with a username and password by the Network Manager or nominated member of the Network Team. The Network Manager will keep an up to date record of users and their usernames. Users will be required to change their password at least every year.

Actions

Incidents that infringe the Online Safety Policy will be dealt with according to their severity. Major incidents or incidents involving any employee or Parent/Carers/carer will be reported immediately to the Deputy Head Teacher, who will inform the CEO/Head Teacher.

The CEO/Head Teacher will make decisions as to who will lead an investigation into misuse by members of staff or another adult.

The CEO/Head Teacher will decide if this is a disciplinary matter.

In the case of students, the full range of school sanctions may be used for deliberate infringement of the policy.

In the case of staff, the full range of disciplinary responses may be used for deliberate infringement of the policy.

In the case of infringement by Parent/Carers or community users, the CEO/Head Teacher will refer the matter to the appropriate external agency.

Where the concern raised is that a child accesses possible radical or terrorist sites, the matter will be referred to the Designated Lead. The young person's name will be recorded on the central database and the Designated Lead will decide if the young



person should be referred to the Channel Programme. Parent/Carers will be informed.

Working online from home – The Trust will continue to work with parents/carers in the importance of keeping safe online at home by providing guidance on filtering and monitoring with devices at home.

Opportunities to Teach Safeguarding

The Trust will provide opportunities to teach safeguarding topics through the PSHE curriculum, Relationship Education (for primary students) and Relationships and Sex Education RSE (secondary students), assemblies and tutorial programmes. There may be times when safeguarding topics needs to be taught in small groups or on a 1:1 basis to ensure that the student is well informed on how to keep safe. Students with special educational needs will be taught the same content, however will be differentiated to cater for their needs and ability.

All students will be given an understanding on the law on child on child abuse and that it is there to protect them rather than to criminalise them.

All staff have a crucial role in preventative education. Preventative education is most effective in the context of a whole-school approach that prepares students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

Mobile Phones

Personal use of mobile phones and smart watches for staff is restricted to offices and the staff room only. Staff are instructed not to have mobile phones with them whilst supervising children.

Visitors are not permitted to use mobile phones on site but if the need arises, must do so in the reception area and not where pupils are generally present.

Site and IT staff use mobile phones around the site for the purpose of their work but these phones do not have cameras or internet facilities.

All staff and visitors are prohibited from taking mobile phones into reception and infant classrooms.



The Use of School Premises by Other Organisations

Where services or activities are provided separately by another body using the school premises, Ashmole Trust will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regards to safeguarding children, including safer recruitment and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers. If this assurance is not achieved, then the application to use the premises will be refused.

In addition, Ashmole Trust ensures that safeguarding checks are completed and will comply with upcoming Martyn's Law (Terrorism (Protection of Premises) Bill) for venue security and emergency planning.

Security

All members of staff have the responsibility of maintaining awareness of buildings and grounds security and for reporting concerns that may occur. Appropriate checks will be undertaken in respect of visitors, volunteers and contractors coming into the school as outlined with guidance. Visitors will be expected to sign in and out via the office and display a visitor's badge whilst on school site. All visitors are issued with details of safeguarding procedures and who the Designated Lead and Deputies are at Ashmole Trust, and will be escorted in areas where there are pupils or students.

Any external agencies working with children during the school day are required to complete the External Agency Visit Form. This form must be completed before speaking to any child and confirms details of the student name, date of birth, consent from parent/carer and address. All external agencies work directly with the Safeguarding team who provide permission for visits to take place.

Information Sharing

The Data Protection Act 2018 and GDPR places a duty on schools to process personal information fairly and lawfully and to keep the information they hold safe and secure.

The Data Protection Act and GDPR do not prevent the sharing of information for purposes of keeping children safe.



Only the Designated Lead or Deputy Designated Lead are permitted to pass on information, whilst also ensuring that the relevant checks have been made with Local authority children's social care and the police.

Alternative Provision

Schools are responsible for the safeguarding of their pupils when placed in an alternative provision. Ashmole Trust will obtain a written statement from the alternative provider that they have completed all vetting and barring checks that are necessary on their staff. In addition, schools will be responsible for checking attendances, behaviour and ensure the correct curriculum is suitable to the student attending whether part time or full time.

Staff Code of Conduct

There has been widespread concern about the increase in false or malicious accusations of child abuse brought against teachers by children and/or their Parent/Carers. Once an accusation has been made, it must be investigated by the school and the Police and Local authority children's social care may be called in, depending on the nature and severity of the alleged offence. The teacher concerned may even be suspended, and people in this situation inevitably feel isolated and powerless.

Physical Contact with Pupils

A teacher should never stand in the shoes of the Parent/Carers to provide physical comfort. Teachers should now be very wary of any demonstration of affection in the light of the complaints that can be made against teachers. It is for Parent/Carers **only** to provide physical comfort and support.

There are situations where physical contact is inevitable and unavoidable with children. The following are some examples of when a teacher has to respond to a child's own needs.

Sporting Activities

In sport, teachers may have to come into close physical contact with the pupil. Wherever possible however, contact should be avoided.



Special Needs

Individual cases where the child has a specific condition which may result in that child being unaware of 'boundaries' and appropriate behaviour. In such cases a meeting of all staff who will have contact with the student will be held and specific advice given. This will be followed with a 'Ways to Help' sheet.

If a student is liable to touch or hug adults, the Special Educational Needs Co-ordinator or Designated Lead will need to talk with that student and the Parent/Carers of the student and issue advice to staff and directions to the pupil and the Parent/Carers.

External specialist organisations may need to be contacted such as The Special Educational Needs and Disabilities Information and Support Services (SENDIASS). SENDIASS can offer information, advice and support for parents and carers of children and young people with SEND and also provide further support to the school if needed.

Detention

Where detention is used as a punishment after school, it is important to follow school rules. It is also essential to be aware of the pupil's need to get home afterwards and it may be important to know what transport is required and if it is available at the end of the detention. When giving detention, a teacher should take into account the child's age, journey difficulties and any home circumstances that are relevant (e.g. arrangements for the child to be collected). Following a court case, teachers should be aware that blanket detention of a whole class could result in the teacher and the school being accused of false imprisonment.

A teacher should seek to

1. ensure that he/she is not alone with a pupil in a classroom
2. try to hold detentions close to where other adults are nearby
3. never put themselves in a small confined space alone with a pupil

All detentions must be logged via the faculty system. All detentions must be logged with the School Reception so that children may be found if there is a concern. Where a detention is over 15 minutes in length, Parent/Carers must be informed either by letter or in writing in the child's Planner or via a detention 'ticket'. Parent/Carers must be given a minimum of 24 hours notice, so in practice this means two days notice



Force used to avert an immediate danger – Academy

When an emergency arises in the classroom, or elsewhere within a teacher's employment, action must be taken immediately. An example of this is where children are fighting or where a child is acting in a manner that would put others at risk. It is obviously necessary to act quickly in order to avert any risk of danger to other pupils and, if necessary, to prevent any escalation of the violence that may be taking place. Do not pull at a limb of a child. Try to impose yourself between the children without placing yourself at extra risk.

Where physical intervention is necessary, it should involve the minimum force/action required to prevent injury to persons and/or damage to property and be in line with the school's policy on Physical Restraint. Where violence is taking place or is about to take place, the teacher should

- (a) wherever possible, first try to speak with the pupils in an effort to calm the situation;
- (b) where violence has begun, a sole teacher is advised not to intervene unless absolutely necessary but, where possible, to raise the alarm and try to get the assistance of others. If the incident takes place in the playground, another student should be sent to seek the support of the nearest member of staff on duty. If the situation is in a classroom, a student should be sent to seek support from the nearest senior member of staff or to a teacher next door. If none of these are immediately available, send a child to Reception. In situations where a fight is occurring in an isolated area (for example, a toilet) the member of staff is to seek immediate assistance from the nearest teacher on duty or in the nearest classroom. If necessary, contact Reception for emergency assistance.
- (c) once another teacher is in the vicinity, then they can attempt to separate the pupils and to calm the situation.

The importance of the presence of another teacher is twofold: firstly, the two teachers are a witness to each other's actions if any allegations of assault are subsequently made by pupil or Parent/Carers. Secondly, another teacher may reduce a risk of bodily harm being suffered by the teacher. A sole teacher would be in a very exposed position if a fight were intercepted. Never instruct other students to break up fights.



If a child tries to run from a classroom do not step in the way. Allow the child to leave and then ensure that Reception has been informed so that they can alert a senior member of staff on patrol or alert the senior member of staff.

If a child becomes extremely angry or agitated and the potential for a violent incident is likely to occur, first try to get the child to leave the classroom as 'time out' whilst getting the assistance of another member of staff. If a child refuses to leave a classroom, and it is essential that the child must be separated from others, remove the rest of the class and send a student to Reception to seek the support from a senior member of staff. If there is an empty classroom nearby, move the class to that room, otherwise remove the class to the corridor.

Force used to avert an immediate danger – Primary School

When an emergency arises in the classroom, or elsewhere within a teacher's employment, action must be taken immediately. An example of this is where children are fighting or where a child is acting in a manner that would put others at risk. It is obviously necessary to act quickly in order to avert any risk of danger to other pupils and, if necessary, to prevent any escalation of the violence that may be taking place. Do not pull at a limb of a child. Try to impose yourself between the children without placing yourself at extra risk.

Where physical intervention is necessary, it should involve the minimum force/action required to prevent injury to persons and/or damage to property and be in line with the school's policy on Physical Restraint. Where violence is taking place or is about to take place, the teacher should

- (a) wherever possible, first try to speak with the pupils in an effort to calm the situation;
- (b) where violence has begun, a sole teacher is advised not to intervene unless absolutely necessary but, where possible, to raise the alarm and try to get the assistance of others. If the incident takes place in the playground, another pupil should be sent to seek the support of the nearest member of staff on duty. If the situation is in a classroom, a pupil should be sent to seek support from the nearest senior member of staff or to a teacher next door. If none of these are immediately available, send a child to the school office. In situations where a fight is occurring in an isolated area (for example, a toilet) the member of staff is to seek immediate assistance from the nearest teacher/ staff member on duty or in the nearest classroom. If necessary, contact the school office for emergency assistance.



- (c) once another teacher/ member of staff is in the vicinity, then they can attempt to separate the pupils and to calm the situation.

The importance of the presence of another teacher/ member of staff is twofold: firstly, the two teachers/ staff are a witness to each other's actions if any allegations of assault are subsequently made by pupil or Parent/Carers. Secondly, another teacher/members of staff may reduce a risk of bodily harm being suffered by the teacher. A sole teacher would be in a very exposed position if a fight were intercepted. Never instruct other pupils to break up fights.

If a child tries to run from a classroom, physical restraint may be used in accordance with school policy.

If a child becomes extremely angry or agitated and the potential for a violent incident is likely to occur, first try to get the child to leave the classroom as 'time out' whilst getting the assistance of another member of staff. If a child refuses to leave a classroom, and it is essential that the child must be separated from others, remove the rest of the class and send a pupil to the school office to seek the support from a senior member of staff. If there is an empty classroom nearby, move the class to that room, otherwise remove the class to the corridor or outside.

Restrictive Interventions, Seclusion and Safeguarding

The Trust recognises that some crisis responses, including physical intervention, restriction of movement or the use of separate supervised spaces, may constitute restrictive interventions under statutory guidance (*Restrictive interventions, including use of reasonable force in schools, DfE 2026*).

A restrictive intervention is any action that limits a pupil's movement, liberty or freedom of action in order to prevent harm.

Seclusion is defined as the supervised confinement of a pupil in a space away from others where the pupil is prevented from leaving of their own free will for safety reasons. Seclusion is not a disciplinary sanction and must only be used where necessary to prevent significant risk of harm to the pupil or others.

The Trust operates internal removal or internal exclusion arrangements within its schools as disciplinary sanctions for behaviour that does not meet the threshold for suspension or exclusion. In the secondary school this may include an Internal Exclusion Room (ILR). In primary schools this may include supervised removal to a separate learning space. Pupils placed in these provisions are supervised and



expected to remain as part of a behaviour consequence. This does not constitute seclusion unless a pupil is prevented from leaving because of immediate safety risks.

Any significant restrictive intervention, including restraint or seclusion, will be:

- recorded in writing as soon as practicable, including the pupil's name, date, time, location, reason for the intervention, type and duration of restriction used, and any injuries or follow-up support provided;
- reported to parents or carers as soon as practicable; and
- shared with the Designated Safeguarding Lead for monitoring, review and safeguarding oversight

First Aid

Naturally where immediate First Aid is required it is necessary to act quickly. Wherever possible when administering First Aid:

- have other pupils/colleagues in the vicinity
- say aloud why you are touching a particular part of the anatomy

Always record very accurately any First Aid on the Accident Forms available stating which parts of the body were touched.

If at all possible have this witnessed and signed by another adult.

Unless you are in an emergency situation, you should not attempt to give First Aid. It is School Policy that only recognised qualified First Aiders can administer First Aid. (See School Health and Safety Policy).

Please see staff code of conduct policy

School Visits / Journeys: Self Protection

See Visits & Journeys Policy. If it is an overnight trip, staff should always check the rooms in pairs.

On a journey, staff should never under any circumstances, take a child or children into their bedroom.

If other staff are aware this has happened this must be reported immediately to the trip leader who will contact the Designated Lead for advice.



Staff should not go into the toilet alone with children. If this is essential the member of staff must inform the trip leader or a colleague that it is necessary to do so.

All members of staff should carry identification when on journeys with children.

Searches

It is most appropriate that searches are carried out by members of the Leadership Team or senior staff, although there may be rare occasions where this is not possible. The Leadership Team will carry out searches using the metal detector wands.

Staff should ensure there is more than one member of staff present if it is essential to search a child and their property.

There must be at least one member of staff present who is the same gender as the child.

Students should be asked to empty bags of all items and pockets of trousers/shirts/jackets and not touched during a search. Do not touch a child.

Students should be asked to empty their locker.

For more detailed guidance staff must refer to the Searching, Screening and Confiscation Policy.

General: Self Protection

If a child touches a member of staff or talks to a member of staff in a sexually inappropriate way or place, the member of staff should record what happened and ensure that another adult also knows.

The child should not be made to feel like a criminal. However, staff must not ignore such behaviour or allow it to go on. Neither is it a good idea for the child to go on doing this as the next person might take advantage and then say the child instigated it.

Staff should not place themselves in a situation where they are spending excessive amounts of time alone with one child away from other people. Staff should ensure the door is left open if they have to be in a room alone with a child and should tell another staff member if they are going to see a child on their own.



Staff must give firm guidelines on sexually inappropriate behaviour to the child. They should explain that the behaviour is not acceptable and could get the child into difficulty, but be sure that they do not make the child feel guilty.

Staff should be clear that they should never do something of a personal nature for children that they can do themselves.

Staff should be mindful of how and where they touch children (only if absolutely necessary).

Staff should be careful of extended hugs from children. This might be particularly relevant to those working with children with special needs. If a student is liable to touch or hug adults the SENCO or Designated Lead will need to talk with that student and the Parent/Carers of the student.

If a member of staff must physically restrain a child for any reason, they should be aware that it could be misinterpreted as assault.

Staff must never keep suspicions of inappropriate behaviour or abuse by a colleague to themselves.

All staff should be mindful of their own use of social media and electronic communication. Staff should ensure their own social media sites have the highest possible privacy setting and should regularly check that this setting is in place. No member of staff should give students their personal email address or personal telephone numbers. All individual communications must be through the school systems.

Staff are asked not to use mobile phones, smart watches or personal music players in classrooms or corridors when students are on site confining such use to offices, the staff room and times when students are not present. Mobile phones or smart watches should not be used to contact Parent/Carers nor should Parent/Carers be supplied with staff personal mobile phone numbers.

Staff should at all times be aware that their role in the local community and their behaviour in the community and on line, must meet professional expectations.



Educating Young People to Keep Safe

Through the PSHE Curriculum, thought for the Day, the tutorial programme and where appropriate individual subject lessons students will be given opportunities to be educated on: personal safety, on line safety, British Values, the Prevent Agenda; Relationships Educations and Relationships and Sex education, misuse of illegal and legal drugs, alcohol misuse, anti-bullying, cyber bullying and prejudiced-based and discriminatory bullying. This programme will be audited annually by the Designated Lead or Deputy Designated Lead

Training

Raising Awareness of Child Protection Issues:

All staff including, all site staff, will receive training and updates and reminders of responsibility, policies and procedures every year. All new staff will receive Child Protection training as part of their induction training.

The nominated Designated Lead will undertake training of all staff or will arrange appropriate training of all staff.

Staff:

Staff information and training will be provided in a variety of forms on a regular basis.

This will include:

- whole staff input on procedures and referrals and self-protection issues.
- subsequent information on procedures to all new staff to the school.
- workshop sessions on how to handle 'disclosures'.
- Publication to all staff and training of all staff of Part 1 of the 2025 Keeping Children Safe in Education Guidelines. This will form the basis for any training.

Students:

Via the PSHE programme, pupils will be supported in self-protection and assertiveness. This programme, Thought for the Day and assembly programmes also include raising awareness on safety, including misuse of illegal and legal drugs, alcohol misuse, anti-bullying, cyber bullying and prejudiced-based and discriminatory bullying. All curricular areas and interactions should aim to raise self-esteem.



Support for Child Returning after Child Protection Care

Where a child protection case or investigation means the child has had time off from school, a support plan or reintegration plan will be agreed with the Parent/Carers/carer or Social Worker. This will be agreed by the Designated Lead or Deputy Designated Lead. The child will be given a named teacher who will normally be the Designated Lead. A Learning Mentor may also be named as a point of contact for the child. While maintaining confidentiality, teaching staff will be informed of any matters they need to be made aware of to support the young person.

If a student has made an allegation against a member of staff they will need support in school from one of the named teachers. A planned programme of support will be agreed by the Designated Lead or Deputy Designated Lead. The CEO/Head Teacher will agree any planned programme for the student.

Allegations against Staff

This policy is underpinned by the London Child Protection Procedures.

Any allegation by a member of staff, or supply staff, volunteers or contractors must be reported without delay to the Designated Lead or the Deputy Designated Lead. If the Designated Lead is the subject of an allegation, then the referral is to be made to the CEO/Head Teacher. If the CEO/Head Teacher is the subject of an allegation, the referral should be made to the Designated Lead, who contacts the Chair of Governors who is then responsible for taking charge of managing the allegation.

The procedures below are standard for all staff. In the case of an allegation including the CEO/Head Teacher, replace in the procedure, the CEO/Head Teacher with the Chair of Governors.

At the initial stage, the CEO/Head Teacher needs to establish through an initial evaluation undertaken by the Designated Lead, if the allegation is substantial and not false or malicious. If a concern has been raised, the CEO/Head Teacher will consult the LADO (Local Authority Designated Officer) if the referral criteria given below have been met:

1. Has behaved in a way that has harmed or may harm a child;
2. Possibly committed a criminal offence against a child; or



3. Behaved in a way that indicates unsuitability to work with children.
4. Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
5. Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

In addition to the above

If a staff member has been involved in an incident outside of work that does not involve children however involves an outside agency such as Local authority children's social care or police, this must be reported to the CEO/Head Teacher.

This is to establish whether the reason is a transferable risk, where an individual has behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The CEO/Head Teacher, on consultation with the LADO, may request the LADO to undertake an independent investigation, especially if the allegation is serious and the result of the initial evaluation warrants a full investigation. If the matter is of a minor nature, the CEO/Head Teacher may choose to handle the matter within the school's standard disciplinary process.

The CEO/Head Teacher may consider suspension. Suspension is legally not a 'neutral' act. Suspension should be used where there is a risk of significant harm to a child. It could be used for acts of gross misconduct where dismissal could be the outcome. Suspension should also be considered balancing the need to retain confidentiality. Alternatives to suspension should be considered, for example. There may be a need to keep both parties separate during an investigation. If this need for separation can be achieved without suspension then suspension is not a necessary course of action. Only the CEO/Head Teacher, or the Chair of Governors, can make the decision to suspend a member of staff.

Where the school has chosen to refer the investigation to the LADO, depending upon the outcome of the LADO's investigation, the school may initiate disciplinary action. If significant harm becomes an issue, the LADO will inform the Police and convene a strategy meeting with all key parties including the CEO/Head Teacher to establish the actions being taken.



The CEO/Head Teacher will follow the procedures in dealing with allegations against staff as required by the DfE and the local Safeguarding Board.

Allegations against staff may arise due to behaviour in their personal lives. The general principles stated above apply whether the allegation relates to a member of staff's professional work or personal lives.

Low-level concerns

A low-level concern is any concern, no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt,' that an adult working in or behalf of the Trust may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.
- Being over friendly with children
- Having favourites
- Taking photographs of children on their mobile phones or smart watches
- 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.

** not an exhaustive list*

Such behaviour can exist on a wide spectrum, from inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for a LADO referral.

If any staff have concerns they must report these to the Designated Safeguarding Lead or Deputy. This can also be anonymously, in person or in writing.

As good practice staff will:

- Embed a safe culture of openness, Trust and transparency
- Uphold the school's values
- Model good behaviour
- Create an even safer environment for pupils and staff



- Enable earlier identification of people that pose a risk to pupils
- Support an environment where staff are encouraged and feel confident to self-refer.

Use of school sites by outside organisations and extra-curricular fixtures and competitions after school

The Trust has breakfast club, after school club, sport fixtures, and extra-curricular clubs that take place before and after the school day, which many pupils attend. To ensure the premises continues to remain safe, the correct safeguarding measures and risk assessment will be in place by each school.

The Trust is dedicated to ensuring the safeguarding of its pupils at all times. It is a requirement of hire that hirers abide by the schools' requirements in respect of safeguarding. Any failure from the hirer in this respect will result in the hire being terminated.

It is the responsibility of the hirers to ensure that safeguarding measures are in place while hiring out the space. If there is a chance that those hiring the premises will come into contact with pupils, for example if the hire occurs during school hours, or when pupils may be present in the school (during after-school clubs or extra-curricular activities), we will ask for confirmation that the hirers have had the appropriate level of DBS check.

The hirer will be required to have appropriate safeguarding policies in place, including safeguarding and child protection, and shall provide copies of these policies on request to the school.

The hirer confirms that, should any safeguarding concerns present themselves during the hire of the school premises, they must contact the DSL or deputy as soon as reasonably practicable.

The Trust may receive an allegation relating to an incident that happened when an individual or organisation was using our school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, The Trust will follow their safeguarding policies and procedures, including informing the LADO.



Whistle blowing

Staff can report any malpractice and wrong doing in circumstances not covered by the Safeguarding or Complaints policies and procedures. Staff can raise concerns and receive feedback on any action taken. Staff will be protected from possible reprisals or victimisation if they have acted in good faith. For full details Staff should refer to the Trust whistleblowing policy for further guidance.



ASHMOLE ACADEMY



CAUSE FOR CONCERN FORM

STUDENT NAME:			
DOB		FORM	SEND

STAFF NAME:			
Date if incident/report/disclosure		Time	
Location of incident/report/disclosure			
Date/time record is being made			

If conducting a bag search

Please **CONFIRM** the following with the student **BEFORE** the search takes place

- Have you explained why the student is being searched
- Have you explained where the search will take place and given them an opportunity to respond?
- Search conducted with the same sex as the pupil (unless urgent and there is a risk to pupils)

Reason for the search:

NATURE OF CONCERN: Provide details of the incident or concerns you have including times, dates, description of any injuries (use body diagram to indicate area of injury), what you have observed, heard or been told, if the information is first hand, fact or opinion, any other relevant details / information, etc. Ensure you act in a timely manner when reporting concerns, especially if there is an injury noted. Please attached any witness statements.



Front
 Back

Signature:.....



APPENDIX 2

School	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Governor
Ashmole Trust	Mrs McLaren		
Ashmole Academy	Mrs McLaren	Mr Watton Ms Clarke Mr Das Mr Clark Ms Best Mr Falconer Miss Chandler	Mrs Walling
Ashmole Primary	Miss Costas	Mr Tofallis Mrs Toal Mrs Powell Mr Evaghoras Ms Popova Ms Paphitis	Dr Bowry
Osidge Primary	Ms Ostroff	Mrs Dyer Mrs Norman Ms Pontikakis Mrs Mahir	Mr Mahir

APPENDIX 3

The Responsibilities of the Designated Governor/Trustee

Trustees and Governors will nominate a Governor/Trustee who will oversee the Safeguarding Policies and Procedures, having due regard for the September 2025



Safeguarding Guidelines, locally agreed inter-agency procedures and any subsequent amendments or guidelines.

The nominated Governor/Trustee will:

- Review the Safeguarding Policy and Procedures, including Child Protection, annually.
- Ensure all policies are followed by all staff through the annual review meeting with the Designated Lead.
- Review the management of any Child Protection referrals and support for individual students through meeting with the Designated Lead annually.
- Review annually the staff Code of Conduct.
- Ensure all staff are trained annually, this training to include Part 1 of the September 2025 Safeguarding Guidelines.
- Ensure all staff are given such training at induction.
- Ensure the Designated Lead and Deputy Designated Lead attend Designated Lead training annually.
- Ensure the Safeguarding Policies are available publicly on the Trust or schools' websites.
- Ensure the academies/schools follow Safe Recruitment Practices and that at least one member of any interview panel is Safe Recruitment trained.
- Ensure the Single Central register is kept up to date and in line with September 2025 Safeguarding Guidelines, locally agreed inter-agency procedures and any subsequent amendments or guidelines.



Ashmole Academy

Designated Safeguarding Lead:

Mrs McLaren



Deputy Safeguarding Leads:



Mr Falconer
Deputy Safeguarding Lead



Ms Chandler
Deputy Safeguarding Lead



Mr Watton
Deputy Safeguarding Lead



Mr Clark
Deputy Safeguarding Lead



Ms Best
Deputy Safeguarding Lead



Mr Das
Deputy Safeguarding Lead

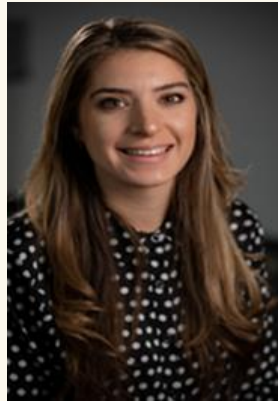


Miss Clarke
Deputy Safeguarding Lead

Ashmole Primary School

Designated Safeguarding Lead:

Miss Costas



Deputy Safeguarding Leads:



Mr Tofallis
Deputy
Safeguarding
Lead



Mrs Toal
Deputy
Safeguarding
Lead



Mr Evaghoras
Deputy
Safeguarding
Lead



Mrs Powell
Deputy
Safeguarding
Lead



Ms Popova
Deputy
Safeguarding
Lead



Ms Paphitis
Deputy
Safeguarding
Lead

Osidge School

Designated Safeguarding Lead:



Ms Ostroff

Deputy Safeguarding Leads:



Ms Pontikakis
Deputy
Safeguarding
Lead



Mrs Dyer
Deputy
Safeguarding
Lead



Ms Mahir
Deputy
Safeguarding
Lead



Mrs Norman
Deputy
Safeguarding
Lead

Safeguarding:

Statutory Guidance

Keeping Children Safe in Education Part 1 & Annex A

Effective from: September 2025

Must be read by all staff





Department
for Education

Keeping children safe in education 2025

**Statutory guidance for schools and
colleges. Part one: Information for all
school and college staff**

September 2025

Contents

Summary	3
About this guidance	3
Part one: Safeguarding information for all staff	4
What school and college staff should know and do	4
A child centred and co-ordinated approach to safeguarding	4
The role of school and college staff	4
What school and college staff need to know	5
What school and college staff should look out for	7
Safeguarding issues	10
What school and college staff should do if they have concerns about a child	14
Early help assessment	15
Statutory children’s social care assessments and services	16
Record keeping	17
Why is all of this important?	18
What school and college staff should do if they have a safeguarding concern or an allegation about another staff member	18
What school or college staff should do if they have concerns about safeguarding practices within the school or college	19
Actions where there are concerns about a child	20
Annex: Further information	21

Summary

Keeping children safe in education is statutory guidance that schools and colleges in England must have regard to when carrying out their duties to safeguard and promote the welfare of children.

It is essential that **everybody** working in a school or college understands their safeguarding responsibilities. Governing bodies and proprietors should ensure that those staff who work directly with children read at least Part one of the guidance.

Governing bodies and proprietors, working with their senior leadership teams and especially their designated safeguarding lead, should ensure that those staff who do not work directly with children read either Part one or Annex A (a condensed version of Part one) of the full version of the document. This is entirely a matter for the school or college and will be based on their assessment of which guidance will be most effective for their staff to safeguard and promote the welfare of children.

The full version of KCSIE can be found here: [Keeping children safe in education - GOV.UK](https://www.gov.uk/guidance/keeping-children-safe-in-education)

About this guidance

We use the terms “**must**” and “**should**” throughout the guidance. We use the term “**must**” when the person in question is legally required to do something and “**should**” when the advice set out **should** be followed unless there is good reason not to.

Part one: Safeguarding information for all staff

What school and college staff should know and do

A child centred and co-ordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in the statutory guidance Working Together to Safeguard Children.
2. Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' includes everyone under the age of 18. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.
3. No single practitioner 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. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
 - Providing help and support to meet the needs of children as soon as problems emerge
 - protecting children from maltreatment, whether that is within or outside the home, including online
 - preventing the impairment of children's mental and physical health or development
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care
 - taking action to enable all children to have the best outcomes

The role of school and college staff

4. School and college staff are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.
5. All staff have a responsibility to provide a safe environment in which children can learn.

6. All staff should be prepared to identify children who may benefit from early help.¹ 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.
7. Any staff member who has any concerns about a child's welfare should follow the processes set out in paragraphs 49-55. Staff should expect to support social workers and other agencies following any referral.
8. Every school and college should have 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 local authority children's social care.
9. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.
10. The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.²

What school and college staff need to know

11. 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 (which should amongst other things also include the policy and procedures to deal with child-on-child abuse)
 - behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying).³
 - staff behaviour policy (sometimes called a code of conduct) should amongst other things, include low-level concerns, allegations against staff and whistleblowing

¹ Detailed information on early help can be found in [Working Together to Safeguard Children](#).

² The [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.

³ All schools are required to have a behaviour policy (full details are [here](#)). If a college chooses to have a behaviour policy it should be provided to staff as described above.

- safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods
- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies)

Copies of policies and a copy of Part one (or Annex A, if appropriate) of this document should be provided to **all** staff at induction.

12. All staff should receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring – see paragraph 140 of KCSIE for further information) at induction. The training should be regularly updated. In addition, all staff should receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

13. All staff should be aware of their local early help process and understand their role in it.

14. All staff should be aware of the process for making referrals to local authority children’s social care and for statutory assessments.⁴ 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 assessments.

15. All staff should know what to do if a child tells them they are being abused, exploited, 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 local authority children’s social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

16. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of

⁴ Detailed information on statutory assessments can be found in [Working Together to Safeguard Children](#)

abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.

17. All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead if they have concerns about a child. It is also important that staff determine how best to build trusted relationships which facilitate communication with children and young people.

What school and college staff should look out for

Early help

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

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- 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 or county lines
- is frequently missing/goes missing from education, home or care,
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage

- is a privately fostered child.

Abuse, neglect and exploitation

19. All staff should be aware of the indicators of abuse, neglect and exploitation (see below), understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

20. All school and college staff should be aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap.

21. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

22. All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

23. **In all cases, if staff are unsure, they should always speak to the designated safeguarding lead or a deputy.**

Indicators of abuse and neglect

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

25. **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.

26. **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.

27. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (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 and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

28. **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 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.

Safeguarding issues

29. **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 and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos.⁵ can be signs that children are at risk. Below are some safeguarding issues all staff should be aware of.

Additional information on these safeguarding issues and information on other safeguarding issues is included in the Annex.

Child-on-child abuse

30. **All** staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. **All** staff should be clear as to the school or college's policy and procedures with regard to child-on-child 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.

31. **All** staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening. It may be the case that abuse is not being reported. As such it is important that when staff have **any** concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy).

32. It is essential that **all** staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature. Examples of which are listed below. 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.

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)

⁵ Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. [UKCIS](#) provides detailed advice about sharing of nudes and semi-nude images and videos.

- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence⁶ such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment⁷ such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos⁸ (also known as sexting or youth produced sexual imagery)
- upskirting⁹ which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Child criminal exploitation (CCE) and child sexual exploitation (CSE)

34. Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CCE and CSE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

⁶ For further information about sexual violence see Part 5 of KCSIE and the annex.

⁷ For further information about sexual harassment see Part 5 of KCSIE and the annex.

⁸ UKCIS guidance: [Sharing nudes and semi-nudes advice for education settings](#)

⁹ For further information about ‘upskirting’ see annex.

Child criminal exploitation (CCE)¹⁰

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

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

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

Child sexual exploitation (CSE)

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

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

40. 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.

¹⁰ See information on CCE definition on page 48 of [Home Office's Serious Violence Strategy](#)

Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship.

Domestic abuse

41. Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Female genital mutilation (FGM)

42. Whilst **all** staff should speak to the designated safeguarding lead (or a deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**.¹¹ 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 page 34 for further information.

Mental health

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

44. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.

45. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken to follow their school or college's child protection policy and by speaking to the designated safeguarding lead or a deputy.

¹¹ 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).

Serious violence

46. **All** staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from school or college, a change in friendships or relationships with older individuals or groups, a significant decline in educational performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Additional information and support

47. Departmental advice [What to do if you're 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 that advice and will be particularly helpful for school and college staff. The [NSPCC](#) website also provides useful additional information on abuse and neglect and what to look out for.

48. **The annex contains important additional information about specific forms of abuse, exploitation and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex.**

What school and college staff should do if they have concerns about a child

49. 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.

50. If staff have **any concerns** about a child's welfare, they should act on them **immediately**. See page 20 for a flow chart setting out the process for staff when they have concerns about a child.

51. If staff have a concern, they should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or a deputy).

52. Options will then include:

- managing any support for the child internally via the school or college's own pastoral support processes

- undertaking an early help assessment.¹² or
- making a referral to statutory services.¹³ for example as the child could be in need, is in need or is suffering, or likely to suffer harm.

53. The designated safeguarding lead (or a deputy) should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or a deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local authority children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or a deputy) as soon as is practically possible.

54. 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 the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care (such as a child in need or a child with a protection plan). [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 and considerations with regard to the Data Protection Act 2018 (DPA) and UK General Data Protection Regulation (UK GDPR).

55. **DPA and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare.** If in any doubt about sharing information, staff should speak to the designated safeguarding lead (or a deputy). Fears about sharing information **must not** be allowed to stand in the way of the need to safeguard and promote the welfare of children.

Early help assessment

56. If early help is appropriate, the designated safeguarding lead (or a deputy) will generally lead on liaising with other agencies and setting up an inter-agency

¹² Further information on early help assessments, provision of early help services and accessing services is in [Working Together to Safeguard Children](#).

¹³ [Working Together to Safeguard Children](#) sets out that the safeguarding partners should publish a threshold document that should include the criteria, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under section 17 and 47. Local authorities, with their partners, should develop and publish local protocols for assessment. A local protocol should set out clear arrangements for how cases will be managed once a child is referred into local authority children's social care.

assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Further guidance on effective assessment of the need for early help can be found in Working Together to Safeguard Children. Any such cases should be kept under constant review and consideration given to a referral to local authority 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 children's social care assessments and services

57. **Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care and if appropriate the police,** (see [when to call the police: guidance for schools and colleges \(npcc.police.uk\)](https://www.npcc.police.uk)) **is made immediately.** Referrals should follow the local referral process.

58. Local authority children's social care assessments should consider where children are being harmed in contexts outside of the home¹⁴, 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 enable a contextual approach to address such harm. Additional information is available here: [Contextual Safeguarding](#).

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

Children in need

60. 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:

61. Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries 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

¹⁴ See [working together](#) for further information about extra-familial harms and environments outside the family home

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. This includes all forms of abuse, neglect and exploitation.

What will the local authority do?

62. Within one working day of a referral being made, a local authority social worker should acknowledge its receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:

- the child requires immediate protection and urgent action is required
- any services are required by the child and family and what type of services
- the child is in need and should be assessed under section 17 of the Children Act 1989. [Working Together to Safeguard Children](#) provides details of the assessment process
- 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 of the Children Act 1989. [Working Together to Safeguard Children](#) provides details of the assessment process, and
- further specialist assessments are required to help the local authority to decide what further action to take.

63. The referrer should follow up if this information is not forthcoming.

64. 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 a deputy) as required).

65. 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.

Record keeping

66. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. This will also help if/when responding to any complaints about the way a case has been handled by the school or college. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records **should** include:

- a clear and comprehensive summary of the concern

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

67. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or a deputy).

Why is all of this important?

68. It is important for children to receive the right help at the right time to address safeguarding risks, prevent issues escalating and to promote children's welfare. Research and local child safeguarding practice reviews have repeatedly shown the dangers of failing to take effective action.¹⁵ Further information about local child safeguarding practice can be found in [Working Together to Safeguard Children](#). Examples of 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 with the right people within and between agencies
- sharing information too slowly, and
- a lack of challenge to those who appear not to be taking action.

What school and college staff should do if they have a safeguarding concern or an allegation about another staff member

69. Schools and colleges should have processes and procedures in place to manage any safeguarding concern or allegation (no matter how small) about staff members (including supply staff, volunteers, and contractors).

70. If staff have a safeguarding concern or an allegation of harming or posing a risk of harm to children is made about another member of staff (including supply staff, volunteers, and contractors), then:

- this should be referred to the headteacher or principal

¹⁵An analysis of serious case reviews can be found at gov.uk/government/publications/serious-case-reviews-analysis-lessons-and-challenges

- where there is a concern/allegation about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school, and
- in the event of a concern/allegation about the headteacher, where the headteacher is also the sole proprietor of an independent school, or a situation where there is a conflict of interest in reporting the matter to the headteacher, this should be reported directly to the local authority designated officer(s) LADO(s). Details of your local LADO should be easily accessible on your local authority's website.

71. If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the school or college low-level concerns policy. Further details can be found in Part four of the full version of KCSIE.

What school or college staff should do if they have concerns about safeguarding practices within the school or college

72. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding provision and know that such concerns will be taken seriously by the senior leadership team.

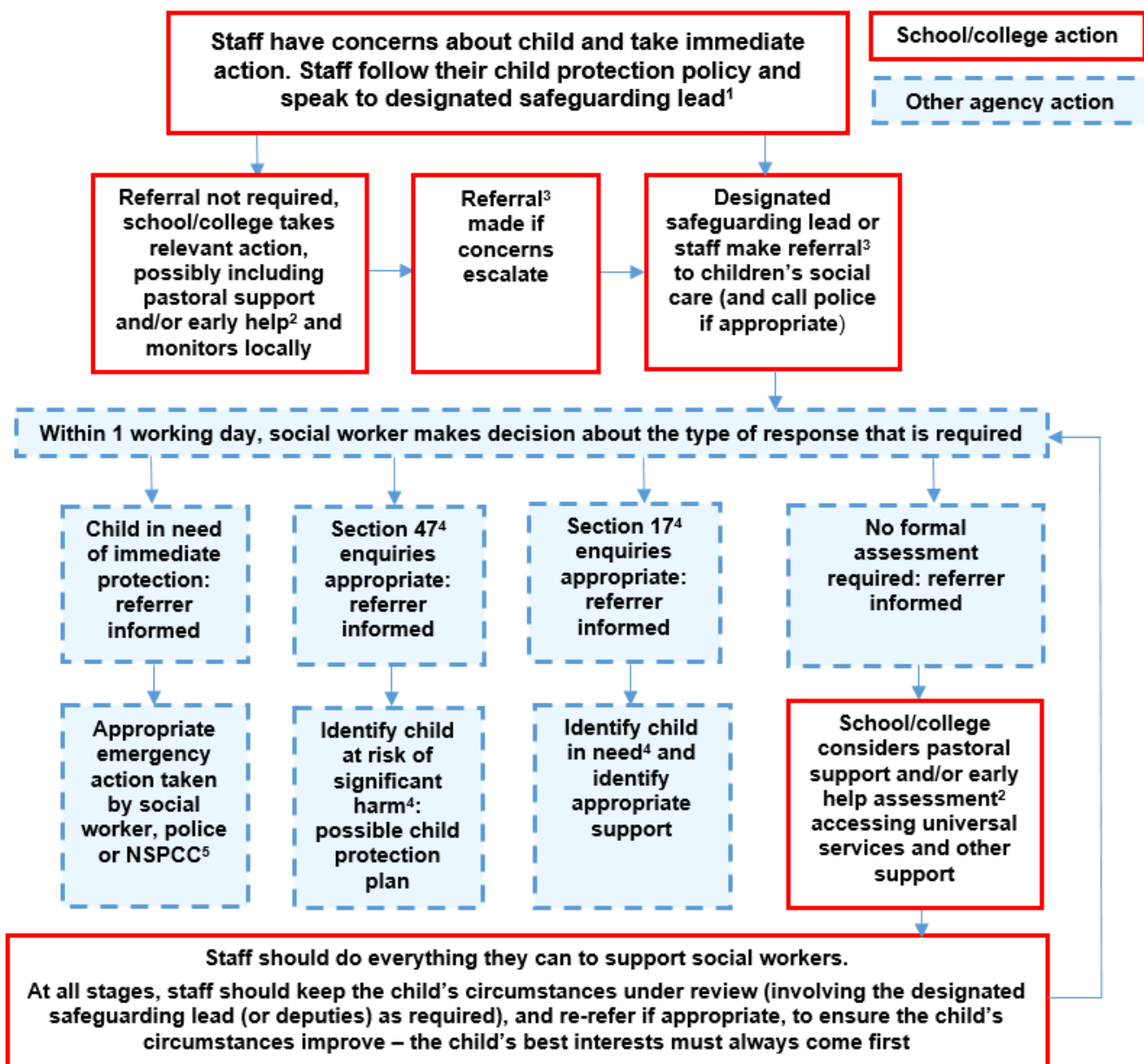
73. Appropriate whistleblowing procedures should be put in place for such concerns to be raised with the school or college's senior leadership team.

74. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- general advice on whistleblowing can be found at [whistleblowing for employees](#)
- the [NSPCC Whistleblowing Advice Line](#) 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 – and the line is available from 08:00 to 20:00 Monday to Friday, and 09:00 to 18:00 at weekends. The email address is help@nspcc.org.uk¹⁶

¹⁶ Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.

Figure 1 Flowchart : actions taken where there are concerns about a child



¹ In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of the full version of KCSIE.

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. [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

³ Referrals should follow the process set out in the local threshold document and local protocol for assessment. See [Working Together to Safeguard Children](#).

⁴ Under the Children Act 1989, 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. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in [Working Together to Safeguard Children](#).

⁵ This could include applying for an Emergency Protection Order (EPO).

Annex: Further information

This annex 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 this Annex.

As per Part one of KCSIE, if staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or a deputy).

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

Table of contents

Child abduction and community safety incidents	22
Child criminal exploitation (CCE) and Child sexual exploitation (CSE)	22
County lines	23
Children and the court system	24
Children missing from education	24
Children with family members in prison	25
Cybercrime	25
Domestic abuse	26
Homelessness	27
Mental health	28
Modern slavery and the National Referral Mechanism	28
Preventing radicalisation	29
The Prevent duty	29
Channel	30
Sexual violence and sexual harassment between children in schools and colleges.	31
Serious violence	32
So-called 'honour'-based abuse (including female genital mutilation and forced marriage)	33
FGM mandatory reporting duty for teachers	34
Forced marriage	34
Additional advice and support	35

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.

Child criminal exploitation (CCE) and child sexual exploitation (CSE)

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

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

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

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

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

- appear with unexplained gifts, money or new possessions
- associate with other children involved in exploitation
- suffer from changes in emotional well-being

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

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

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

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

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

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

County lines

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

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

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

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

- go missing (from school or home) and are subsequently found in areas away from

their home

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

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

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](#).

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

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 who are absent from education

All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of 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, so-called 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of

a child going missing in future. It is important that staff are aware of their school or college's unauthorised absence procedures and children missing education procedures.

Children with family members in prison

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

Cybercrime

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

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

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

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](#).

Domestic abuse

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

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government has issued 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 can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

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

Operation Encompass

[Operation Encompass](#) operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when the 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 (or a deputy)) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child’s circumstances and can

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

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8:00 to 13:00, Monday to Friday on 0204 513 9990 (charged at local rate).

National Domestic Abuse Helpline

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

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

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

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 into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift the focus to early intervention and encourages 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. Local authority children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department for Levelling Up, Housing and Communities 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](#).

Mental health

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

More information can be found in the [Mental health and behaviour in schools guidance](#), colleges may also wish to follow this guidance as best practice. Public Health England.¹⁷ has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See [Every Mind Matters](#) for links to all materials and lesson plans.

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.

¹⁷Public Health England: has now been replaced by the UK Health Security Agency and the Office for Health Improvement and Disparities (OHID), which is part of the Department of Health and Social Care, and by the UK Health Security Agency. However, the branding remains unchanged.

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 Statutory Guidance. [Modern slavery: how to identify and support victims - GOV.UK](#)

Preventing radicalisation

Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.

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

Radicalisation¹⁸ is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism¹⁹ is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are [factors that may indicate concern](#).

It is possible to protect people from extremist ideology and intervene to prevent those at risk of radicalisation being drawn to terrorism. 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 a deputy) [making a Prevent referral](#).

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter- Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard"²⁰ to the

¹⁸ As defined in the [Government's Prevent](#) Duty Guidance for England and Wales.

¹⁹ As defined in the Terrorism Act 2000 (TACT 2000) <http://www.legislation.gov.uk/ukpga/2000/11/contents>

²⁰ [Counter-Terrorism and Security Act 2015 \(legislation.gov.uk\)](#)

need to prevent people from becoming terrorists or supporting terrorism”.²¹ 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 deputies) and other senior leaders in education settings should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#), especially paragraphs 141-210, which are specifically concerned with education (and also covers childcare). The guidance is set out in terms of three general themes: leadership and partnership, capabilities and reducing permissive environments.

The school or college’s designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided.

The designated safeguarding lead (or a deputy) should 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 or those who are currently receiving support through the ‘Channel’ programme and have that support in place for when the child arrives.

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

Additional support

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

²¹ “Terrorism” for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

The Home Office has developed three e-learning modules:

- [Prevent awareness e-learning](#) offers an introduction to the Prevent duty.
- [Prevent referrals e-learning](#) supports staff to make Prevent referrals that are **robust, informed** and with **good intention**.
- [Channel awareness e-learning](#) is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

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

For advice specific to further education, the Education and Training Foundation (ETF) hosts the [Prevent for FE and Training](#). This hosts a range of free, sector specific resources to support further education settings to comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

The [Safeguarding and Prevent - The Education and Training Foundation \(et-foundation.co.uk\)](#) provides online training modules for practitioners, leaders and managers, to support staff and governors/Board members in outlining their roles and responsibilities under the duty.

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

Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that **all** victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that

they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Detailed advice is available in Part five of the full version of KCSIE.

Serious violence

There are a number of indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries
- unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

The likelihood of involvement in serious violence may be increased by factors such as:

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

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

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

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

Home Office funded Violence Reduction Units (VRU) operate in the 20 police force areas across England and Wales that have the highest volumes of serious violence, as measured by hospital admissions for injury with a sharp object. A list of these locations can be found [here](#). As the strategic co-ordinators for local violence prevention, each VRU is mandated to include at least one local education representative within their Core Membership group, which is responsible for setting the direction for VRU activity. Schools and educational partners within these areas are encouraged to reach out to their local VRU, either directly or via their education Core Member, to better ingrain partnership

working to tackle serious violence across local areas and ensure a joined up approach to young people across the risk spectrum.

[Police, Crime, Sentencing and Courts Act 2022](#) introduced a new duty on a range of specified authorities, such as the police, local government, youth offending teams, health and probation services, to work collaboratively, share data and information, and put in place plans to prevent and reduce serious violence within their local communities. Educational authorities and prisons/youth custody authorities will be under a separate duty to co-operate with core duty holders when asked, and there will be a requirement for the partnership to consult with all such institutions in their area.

The Duty is not intended to replace or duplicate existing safeguarding duties. Local partners may choose to meet the requirements of the Duty through existing multi-agency structures, such as multi-agency safeguarding arrangements, providing the correct set of partners are involved.

So-called ‘honour’-based abuse (including female genital mutilation and forced marriage)

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

Actions

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or a deputy). As appropriate, the designated safeguarding lead (or a deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and local authority children’s social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**²² that requires a different approach (see below).

²² 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).

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 may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students, 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.²³ 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 a deputy) and involve local authority children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

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

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

²³ Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (chapter 8 provides guidance on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at [The right to choose: government guidance on forced marriage - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/the-right-to-choose-government-guidance-on-forced-marriage) School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fndo.gov.uk.

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

Additional advice and support

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

Abuse

[Supporting practice in tackling child sexual abuse](#) – CSA Centre of Expertise on Child Sexual Abuse has free evidence-based practice resources to help professionals working with children and young people to identify and respond appropriately to concerns of child sexual abuse.

[What to do if you're worried a child is being abused](#) – DfE advice

[Domestic abuse: Various Information/Guidance](#) – Home Office advice

[Faith based abuse: National Action Plan](#) – DfE advice

[Forced marriage resource pack](#)

[Disrespect NoBody campaign – GOV.UK](#) – Home Office website

[Tackling Child Sexual Abuse Strategy](#) – Home Office policy paper

[Together we can stop child sexual abuse](#) – HM Government campaign

Bullying

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

Children missing from education, home or care

[Children missing education](#) – DfE statutory guidance

[Children who run away or go missing from home or care](#) – DfE statutory guidance

[Missing Children and Adults strategy](#) – Home Office strategy

Children with family members in prison

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

Child exploitation

[Safeguarding children who may have been trafficked](#) – DfE and Home Office guidance

[Care of unaccompanied migrant children and child victims of modern slavery](#) – DfE statutory guidance

[Modern slavery: how to identify and support victims](#) – HO statutory guidance

[Child exploitation disruption toolkit](#) – HO statutory guidance

[County Lines Toolkit For Professionals](#) – The Children's Society in partnership with Victim Support and National Police Chiefs' Council

[Multi-agency practice principles for responding to child exploitation and extra-familial harm](#) – Non-statutory guidance for local areas, developed by the Tackling Child Exploitation (TCE) Support Programme, funded by the Department for Education and supported by the Home Office, the Department for Health and Social Care and the Ministry of Justice

Confidentiality

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

Drugs

[From harm to hope: A 10-year drugs plan to cut crime and save lives](#) – Home Office strategy

[Honest information about drugs](#) – Talk to Frank website

[Drug and Alcohol education – teacher guidance & evidence review](#) – PSHE Association

(So-called) ‘honour’-based abuse, including FGM and forced marriage

[Female genital mutilation: information and resources](#) – Home Office guidance

[Female genital mutilation: multi agency statutory guidance](#) – DfE, Department for Health, and Home Office

[Forced marriage](#) – Forced Marriage Unit (FMU) resources

[Forced marriage](#) – Government multi-agency practice guidelines and multi-agency statutory guidance

[FGM resource pack](#) – HM Government guidance

Health and well-being

[Rise Above: Free PSHE resources on health, wellbeing and resilience](#) – Public Health England

[Supporting pupils at schools with medical conditions](#) – DfE statutory guidance

[Mental health and behaviour in schools](#) – DfE advice

[Overview - Fabricated or induced illness](#) – NHS advice

Homelessness

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

Information sharing

[Government information sharing advice](#) – Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers.

[Information Commissioner's Office: Data sharing information hub](#) – Information to help schools and colleges comply with UK data protection legislation including UK GDPR.

Online safety advice

[Childnet](#) – Provides guidance for schools on cyberbullying

[Educateagainsthate](#) – Provides practical advice and support on protecting children from extremism and radicalisation

[London Grid for Learning](#) – Provides advice on all aspects of a school or college's online safety arrangements

[NSPCC E-safety for schools](#) – Provides advice, templates, and tools on all aspects of a school or college's online safety arrangements

[Safer recruitment consortium](#) – 'Guidance for safe working practice', which may help ensure staff behaviour policies are robust and effective

[Searching screening and confiscation](#) – Departmental advice for schools on searching children and confiscating items such as mobile phones

[South West Grid for Learning](#) – Provides advice on all aspects of a school or college's online safety arrangements

[Use of social media for online radicalisation](#) – A briefing note for schools on how social media is used to encourage travel to Syria and Iraq

[Online Safety Audit Tool](#) – From UK Council for Internet Safety to help mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring

[Online safety guidance if you own or manage an online platform](#) – DCMS advice

[A business guide for protecting children on your online platform](#) – DCMS advice

[UK Safer Internet Centre](#) – Provides tips, advice, guides and other resources to help keep children safe online

Online safety relating to remote education, virtual lessons and live streaming

[Guidance Get help with remote education](#) – Resources and support for teachers and school leaders on educating pupils and students

[Departmental guidance on safeguarding and remote education](#) – Including planning remote education strategies and teaching remotely

[London Grid for Learning](#) – Guidance, including platform-specific advice

[National Cyber Security Centre](#) – Guidance on choosing, configuring and deploying video conferencing

[UK Safer Internet Centre](#) – Guidance on safe remote learning

Online safety – support for children

[Childline](#) – For free and confidential advice

[UK Safer Internet Centre](#) – To report and remove harmful online content

[CEOP](#) – For advice on making a report about online abuse

Online safety- parental support

[Childnet](#) – Offers a toolkit to support parents and carers of children of any age to start discussions about their online life, and to find out where to get more help and support

[Commonsensemedia](#) – Provides independent reviews, age ratings, & other information about all types of media for children and their parents

[Government advice](#) – About protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying

[Internet Matters](#) – Provides age-specific online safety checklists, guides on how to set parental controls, and practical tips to help children get the most out of their digital world

[How Can I Help My Child?](#) – Marie Collins Foundation – Sexual abuse online

[London Grid for Learning](#) – Provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online

[Stopitnow](#) resource from [The Lucy Faithfull Foundation](#) – Can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)

[National Crime Agency/CEOP Thinkuknow](#) – Provides support for parents and carers to keep their children safe online

[Parentzone](#) – Provides help for parents and carers on how to keep their children safe

online

[Talking to your child about online sexual harassment: A guide for parents](#) – This is the Children’s Commissioner’s parental guide on talking to their children about online sexual harassment

Private fostering

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

Radicalisation

[Prevent duty guidance](#) – Home Office guidance

[Prevent duty: additional advice for schools and childcare providers](#) – DfE advice

[Educate Against Hate website](#) – DfE and Home Office guidance

[Prevent for FE and Training](#) – Education and Training Foundation (ETF)

[Extremism and Radicalisation Safeguarding Resources](#) – Resources by London Grid for Learning

[Managing risk of radicalisation in your education setting](#) – DfE advice

Serious violence

[Serious violence strategy](#) – Home Office strategy

[Factors linked to serious violence and how these factors can be used to identify individuals for intervention](#) – Home Office

[Youth Endowment Fund](#) – Home Office

[Gangs and youth violence: for schools and colleges](#) – Home Office advice

[Tackling violence against women and girls strategy](#) – Home Office strategy

[Violence against women and girls: national statement of expectations for victims](#) – Home Office guidance

Sexual violence and sexual harassment

Specialist organisations

[Barnardo's](#) – UK charity caring for and supporting some of the most vulnerable children and young people through their range of services.

[Lucy Faithfull Foundation](#) – UK-wide child protection charity dedicated to preventing child sexual abuse. They work with families affected by sexual abuse and also run the confidential Stop it Now! Helpline.

[Marie Collins Foundation](#) – Charity that, amongst other things, works directly with children, young people, and families to enable their recovery following sexual abuse.

[NSPCC](#) – Children's charity specialising in child protection with statutory powers enabling

them to take action and safeguard children at risk of abuse.

[Rape Crisis](#) – National charity and the umbrella body for their network of independent member Rape Crisis Centres.

[UK Safer Internet Centre](#) – Provides advice and support to children, young people, parents, carers and schools about staying safe online.

Harmful sexual behaviour

[Rape Crisis \(England & Wales\)](#) or [The Survivors Trust](#) – For information, advice, and details of local specialist sexual violence organisations.

[NICE guidance](#) – Contains information on, amongst other things: developing interventions; working with families and carers; and multi-agency working.

[HSB toolkit](#) – The Lucy Faithfull Foundation – designed for parents, carers, family members and professionals, to help everyone play their part in keeping children safe. It has links to useful information, resources, and support as well as practical tips to prevent harmful sexual behaviour and provide safe environments for families.

The Lucy Faithfull Foundation also run [shorespace.org.uk](#) which provides a safe and anonymous place for young people to get help and support to prevent harmful sexual behaviours.

[NSPCC Learning: Protecting children from harmful sexual behaviour](#) and [NSPCC - Harmful sexual behaviour framework](#) – Free and independent advice about HSB.

[Contextual Safeguarding Network – Beyond Referrals \(Schools\)](#) – Provides a school self-assessment toolkit and guidance for addressing HSB in schools.

[Preventing harmful sexual behaviour in children - Stop It Now](#) – Provides a guide for parents, carers and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline.

Support for victims

[Anti-Bullying Alliance](#) – Detailed information for anyone being bullied, along with advice for parents and schools. Signposts to various helplines and websites for further support.

[Rape Crisis](#) – Provides and signposts to a range of services to support people who have experienced rape, child abuse or any kind of sexual violence.

[The Survivors Trust](#) – UK-wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence and child sex abuse.

[Victim Support](#) – Supporting children and young people who have been affected by crime. Also provides support to parents and professionals who work with children and young people – regardless of whether a crime has been reported or how long ago it was.

[Childline](#) – Provides free and confidential advice for children and young people.

Toolkits

[NSPCC](#) – Online Self-assessment tool to ensure organisations are doing everything they can to safeguard children.

[NSPCC](#) – Resources which help adults respond to children disclosing abuse.

NSPCC also provide free and independent advice about HSB: [NSPCC - Harmful sexual behaviour framework](#)

[Safeguarding Unit, Farrer and Co. and Carlene Firmin, MBE, University of Bedfordshire](#) – Peer-on-Peer Abuse toolkit provides practical guidance for schools on how to prevent, identify early and respond appropriately to peer-on-peer abuse.

[Contextual Safeguarding Network](#) – Self-assessment toolkit for schools to assess their own response to HSB and levers for addressing HSB in schools.

[Childnet - STAR SEND Toolkit](#) – Equips, enables and empowers educators with the knowledge to support young people with special educational needs and disabilities (SEND).

[Childnet - Just a joke?](#) – Provides lesson plans, activities, a quiz and teaching guide designed to explore problematic online sexual behaviour with 9-12 year olds.

[Childnet - Step Up, Speak Up](#) – A practical campaign toolkit that addresses the issue of online sexual harassment amongst young people aged 13-17 years old.

[NSPCC - Harmful sexual behaviour framework](#) – An evidence-informed framework for children and young people displaying HSB.

Farrer & Co: [Addressing child on child abuse: a resource for schools and colleges](#) – This resource provides practical guidance for schools and colleges on how to prevent, identify early and respond appropriately to child-on-child abuse.

Sharing nudes and semi-nudes

[London Grid for Learning-collection of advice](#) – Various information and resources dealing with the sharing of nudes and semi-nudes.

[UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) – Advice for schools and colleges on responding to incidents of non-consensual sharing of nudes and semi-nudes.

Support for parents/carers

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



Department
for Education

© Crown copyright 2025

This publication is licensed under the terms of the Open Government Licence v3.0, except where otherwise stated. To view this licence, visit nationalarchives.gov.uk/doc/open-government-licence/version/3.

Where we have identified any third-party copyright information, you will need to obtain permission from the copyright holders concerned.

About this publication:

enquiries <https://www.gov.uk/contact-dfe>

download www.gov.uk/government/publications

Follow us on X: [@educationgovuk](https://twitter.com/educationgovuk)

Connect with us on Facebook: facebook.com/educationgovuk