

R U N S H A W C O L L E G E

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| POLICY TITLE: Child and Vulnerable Adult Protection Policy | | |
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1. Introduction and Purpose

This policy defines the responsibilities, processes and procedures relating to the protection of children under the age of 18 and those over 18 who are considered to be vulnerable adults.

2. Scope

This policy covers the identification of vulnerable groups, management and staff responsibilities and the process for reporting and recording incidents.

All allegations of abuse will be taken seriously and treated in accordance with the College's procedures in recognition that any child or vulnerable adult can be subject to abuse and that it is the responsibility of all staff to act upon any concern, no matter how small or trivial it may seem

3. Statutory Obligations

Runshaw College holds as one of its highest priorities the health, safety and welfare of everyone involved in activities that come under the responsibility of the College.

The College Governors, Senior Management, all staff and volunteers must understand and comply with their statutory obligations to safeguard and promote the health and welfare of children/young people and vulnerable adults.

This policy updates all previous policies and is in response to Section 175 of the Education Act 2002 and Section 94 of the Education and Skills Act 2008 and:

- For updates on Lancashire Safeguarding Children Board 'Safeguarding Children Procedures' May 2018 follow this link
<http://panlancashirescb.proceduresonline.com/index.htm>

- Keeping Children Safe in Education (KCSIE) September 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/737289/Keeping_Children_Safe_in_Education_Sept_2018.pdf

See Appendix 1- Part 1- mandatory reading for all staff

- Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children DfE July 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf

- What to Do If You're Worried a Child Is Being Abused (DfE 2015)

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

- Disqualification under the Childcare Act 2006

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

- The Children Act 1989

- The Children Act 2004

4 Definitions

Abuse - a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children". to hurt or injure by maltreatment, to force sexual activity on, to cause upset through the use of coarse or insulting words.

Child – any person under the age of 18.

Disclosure and Barring Service (DBS) - an executive agency of the Home Office which vets applications for people who want to work with children/young people and vulnerable adults.

Designated Safeguarding Lead (DSL) – a member of staff responsible for child and vulnerable adult protection.

Local Authority Designated Officer (LADO) – the person responsible for managing allegations against people who work with young children/or vulnerable adults.

Vulnerable Adult – any person of 18 years of age or older who is, or may be, in need of community care services by reason of mental or other disability, age or illness; and who is, or may be, unable to take care of him or herself, or be unable to protect him or herself against significant harm or exploitation.

5 Governing Body Responsibilities

The Governors of Runshaw College have responsibility to ensure that the College meets with statutory and operational requirement in order to safeguard and protect children and vulnerable adults

5.1

Policies and training

The Governors will ensure that:

- they review an annual report on policies, procedures, training and safeguarding arrangements and this is presented to the governing body.
- the Child and Vulnerable Adult Protection Policy and all Supporting policies and systems policies, procedures, training in relation to are effective and comply with the law at all times and provide for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- the Child and Vulnerable Adult Protection Policy is reviewed annually in line with current legislation and is available publicly via the college website.
- that the College provides and monitors training that is reviewed at least annually and updates are provided to staff as appropriate.
- without delay, any deficiencies or weaknesses regarding child protection arrangements are remedied.
- all staff are issued with a copy and have read the latest version of Keeping Children Safe in Education- September 2018

5.2

Designated roles

The Governors will ensure that:

- there is designation at board level to take leadership responsibility for safeguarding arrangements in order for appropriate action to be taken in a timely manner to safeguard and promote the welfare of children and vulnerable adults.
- there is a Designated Governor, who is assigned to act upon child and vulnerable adult protection concerns if necessary i.e. allegations against senior managers. This is the Principal for Senior Managers and the Chair of Governors, for allegations made against the Principal.
- a governor is nominated to be responsible for liaising with the Local Education Authority and/or partner agencies in the event of allegations of abuse being made against the Principal.
- a senior member of the college's leadership team is designated to take lead responsibility for child protection (Designated Safeguarding Lead) and this is explicit in the DSL's job description.
- the DSL has the appropriate authority and the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.
- there is a designated member of staff to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training.

5.3

External links

The Governors will ensure that:

- that Multi Agency working is facilitated in order that the three safeguarding partners, (Appendix 2) have a shared and equal duty to work together to safeguard and promote the welfare of children. Governing bodies and proprietors should ensure that the college contributes to multi-agency, with the three partners, working in line with statutory guidance
- there is a clear accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children and vulnerable adults.
- relevant staff have due regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018, and the GDPR- 7 Golden Rules for sharing information (Appendix 3)
- it considers how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

6 Senior Leadership Responsibilities

6.1 Recruitment

Senior Leadership will ensure that:

- Staff and volunteers are recruited in accordance with “The Safer Recruitment and Engagement Policy”.
- Undertake all statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensures volunteers are appropriately supervised.

6.2 Training and support

Senior Leadership will ensure that:

- induction for all staff and volunteers includes training on the roles and responsibilities of the Safeguarding Team and the Child Protection and Vulnerable Adult Policy
- induction training will make staff aware of complementary policies and systems which support safeguarding as part of the induction which include –
 - The Code of Professional Conduct
 - Student Harassment & Bullying Policy
 - Safeguarding response to children who go missing from education
- annual mandatory training and updates are provided and monitored for all staff as part of their contractual arrangements.
- updates will be communicated by the Staff News, briefings and/or meetings
- support, guidance and appropriate supervision is provided to staff who require it in dealing with issues which may arise from their involvement in relation to Child and Vulnerable Adult Protection

6.3 Policies and procedures

Senior Leadership will ensure that:

- a minimum annual review of the Child and Vulnerable Adult Protection Policy policy and procedures takes place
- supporting policies and systems are reviewed with a knowledge of the requirements of “Keeping Children Safe in Education”
- students, parents/guardians/carers of learners under 18 can access the College’s Child Protection and Vulnerable Adults Policy and associated procedures via the Runshaw College website.

6.4 Personnel

Senior Leadership will ensure that:

- a Designated Senior Leader leads a Safeguarding team of appropriately trained and experienced staff

6.5 Multi-agency working and external links

Senior Leadership will ensure that:

- the College plays a part in multi-agency safeguarding arrangements to support and enable local organisations and agencies to work together
- the college engages with social care, the police, health services and other services to promote the welfare of children and protect them from harm
- the college provides a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans
- Children’s/Adult Social Care Services and Police are notified where there is a cause for concern, so that they can investigate and take necessary action
- Procedures are in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned
- there are appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future
- where services or activities are provided on the college premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the college on these matters where appropriate

6.6 Sharing Information

Information sharing is vital in identifying and tackling all forms of abuse and neglect.

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.

Senior Leadership will ensure that:

- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of child (Appendix 3)

6.7 On line safety

Senior Leadership will ensure that:

- the college's IT access, Usage and Online Safety Policy details how we keep young people safe when using the internet and mobile technology.
- online bullying by students, via texts and emails, is managed through Student Harassment and Bullying Policy and the Student Disciplinary policy.
- when college become aware of an online safety issue that has occurred outside of college it is managed in accordance with the college's IT access, Usage and Online Safety Policy

6.8 Report to Governors

Senior Leadership will ensure that:

- an annual report on policies, procedures, training and safeguarding arrangements and this is presented to the governing body

7 Safeguarding Team

(see Appendix 4 for the Safeguarding Team)

7.1 Roles and responsibilities of the Safeguarding Team

The Designated Safeguarding Lead, (DSL) will ensure that:

- during term time, the designated safeguarding lead and/or a deputy should always be available during college hours for staff college to discuss any safeguarding concerns
- the Safeguarding Team have the required knowledge and skills to deliver the service
- the Safeguarding Team follow the laid down procedures

7.2 Multi agency working and external links

The Designated Safeguarding Lead, (DSL) will ensure:

- the team comply with all the requirements of record keeping and allegations reported to them
- the team abide by GDPR in relation to the protection and safeguarding of children and vulnerable adults
- that all referrals are clearly documented with any serious concern being reported the DSL or if they are unavailable a member of the Senior Management Team at the earliest opportunity
- referrals are made using the guidance from Keeping Children Safe in Education process
- the team comply with the Local Safeguarding Children's Board's child protection procedures and multi-agency adult protection procedures and the child and vulnerable adult protection manager's role within them
- the team refer cases to the Channel where there is a radicalisation concern
- the team liaise with investigating agencies
- the team liaise with the relevant school and ensure that appropriate arrangements are in place to safeguard the children, in the case of a report involving school pupils under the age of 16
- the team act as a pivot for information and advice, relating to abuse or potential abuse for those under 18 or those over 18 who are considered to be 'vulnerable adults'

- that where there is any doubt, the DSL may contact the Schools Safeguarding Officer, Lancashire County Council for guidance without revealing names
- the DSL speaks to the learner and takes overall responsibility for recording essential information about each case and for collecting reports and notes as appropriate.

7.3 Training

The Designated Safeguarding Lead, (DSL) will ensure:

- DSL training is updated every 2 years for appropriate staff
- the Safeguarding Team update their knowledge, skills and understanding of relevant safeguarding issues on a regular basis
- selected staff undertake Prevent awareness training
- the Safeguarding team engage in the delivery of training as directed

7.4 Looked After Children and previously Looked After Children

The most common reason for children becoming looked after is as a result of abuse and/or neglect

The designated LAC Safeguarding Team Member will:

- Maintain an over view and records relating to LAC and previously LAC
- ensure that appropriate staff have the information they need in relation to a child's looked after legal status
- work with appropriate external agencies in the best interests of the child
- support staff working with the young person sharing information as necessary
- facilitate prompt action if required to safeguard the child
- promote the educational achievement of children who are looked after

8. Individual Staff Responsibilities

All staff and volunteers working for Runshaw College must be aware of and understand responsibilities in relation to the protection of children and vulnerable adults.

Each member of staff should ensure that they:

- attend all training and take responsibility for reading updates or other materials as directed
- read "Keeping Children Safe In Education – Part 1: Information for all School and College staff, September 2018", which will be made available to them via training and the Staff News
- follow the safeguarding procedures
- report any concerns immediately via the Safeguarding Helpline (01772644377) or the Safeguarding e mail , Safeguarding@runshaw.ac.uk . Concerns may result from direct contact with the student or third party information. Evidence is not required to pass on a concern
- are aware that young people can be harmed online via hurtful and abusive messages, enticing young people to engage in age inappropriate conversations, sharing and production of indecent images or encouraging risk taking behavior

e.g.

- content: learners being exposed to illegal, inappropriate or harmful material
- contact: learners being subjected to harmful online interaction with other users
- conduct: learner's personal online behaviour that increases the likelihood of, or causes, harm

8.1 Disclosure

Each member of staff should ensure that they:

- take all complaints, allegations or suspicions seriously
- keep questions to a minimum
- do not promise confidentiality. *(The College complies with the requirements of the GDPR and Data Protection Act 2018 and the Human Rights Act 1998, which allows for disclosure of personal data where this is necessary to protect the vital interests of a child/young person/vulnerable adult)*
- Record as soon as possible what has been said using the Safeguarding Referral Form (Appendix 5), also found on the Staff Portal.
- without stopping a learner telling about the abuse, staff must, as soon as reasonably possible, contact the DSL who will take over the responsibility for managing the disclosure
- do not keep any notes or discuss other with other staff

If contact cannot be made with any of the DSLs or any Senior Manager within 2 hours' staff must refer to the Lancashire Local Safeguarding Children's Board website for details of how to report concerns about the safety or welfare of a child/young person or vulnerable adult or Children's Social Care – (Appendix 6)

9 Review

The Governors will review the policy annually.

Other Related Policies and Codes of Conduct

- Attendance Policy
- Student Disciplinary Policy
- Care and Control of Students and the Use of Reasonable Force Policy
- Data Protection Policy
- Disclosure of Information Policy
- Dealing with Allegations of Abuse made against Staff, Volunteers and Governors Policy
- Events, Trips & Residential Policy
- Experience of Work Policy
- Freedom of Expression
- Fitness to Study and Special Admissions Policy
- Guidelines on Professional Practice
- Health, Safety and Wellbeing Policy
- IT Access, Usage & On Line-Safety Policy
- Prevent Policy
- Recruitment and Selection Policy
- Recruitment of Ex-Offenders Policy
- Safer Recruitment and Engagement Policy
- Staff Code of Professional Conduct
- Learner Harassment and Bullying Policy
- Volunteering Policy

List of appendices

1. Keeping children safe in education. Statutory guidance for schools and colleges- part September 2018
2. Safeguarding Partners
3. GDPR – 7 Golden Rules for sharing information
4. Safeguarding Team
5. Referral form to be used in house
6. Contact numbers for external referrals



Department
for Education

Keeping children safe in education

**Statutory guidance for schools and
colleges**

**Part 1: Information for all school and
college staff**

September 2018

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Summary

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

- Governing bodies of maintained schools (including maintained nursery schools) and colleges;
- Proprietors of independent schools (including academies, free schools and alternative provision academies) and non-maintained special schools. In the case of academies, free schools and alternative provision academies, the proprietor will be the academy trust; and
- Management committees of pupil referral units (PRUs)

are asked to ensure that **all staff** in their school or college **read** at least Part one of the guidance.

For ease of reference Part one is set out here as a standalone document.

Part one: Safeguarding information for all staff

What school and college staff should know and do

A child centred and coordinated 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 statutory guidance [Working Together to Safeguard Children](#).
2. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all 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.
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
 - protecting children from maltreatment
 - preventing impairment of children's health or development
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care
 - taking action to enable all children to have the best outcomes
5. Children includes everyone under the age of 18.

The role of school and college staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
7. **All** staff have a responsibility to provide a safe environment in which children can learn and **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.
8. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 22-33. Staff should expect to support social workers and other agencies following any referral.

9. 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 children's social care.

10. 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.

11. 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

12. **All** staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:

- the child protection policy;
- the behaviour policy;³
- the staff behaviour policy (sometimes called a code of conduct);
- the safeguarding response to children who go missing from education; and
 - the 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 of this document should be provided to staff at induction.

¹ Detailed information on early help can be found in Chapter 1 of [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.

13. **All** staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

14. **All** staff should be aware of their local early help⁴ process and understand their role in it.

15. **All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.⁵

16. **All** staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

What school and college staff should look out for

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

- is disabled and has specific additional needs
 - has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
 - 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 drugs or alcohol themselves

⁴ Detailed information on early help can be found in Chapter 1 of [Working Together to Safeguard Children](#).

⁵ More information on statutory assessments is included at paragraph 28. Detailed information on statutory assessments can be found in Chapter 1 of [Working Together to Safeguard Children](#).

- has returned home to their family from care
- is a privately fostered child

18. **All** staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Indicators of abuse and neglect, and examples of safeguarding issues are described in paragraphs 41-51.

19. Departmental advice [What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the 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.

20. 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.

21. Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure, they should **always** speak to the designated safeguarding lead (or deputy).

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

22. If staff have **any concerns** about a child’s welfare, they should act on them immediately. See page 13 for a flow chart setting out the process for staff when they have concerns about a child.

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

24. Options will then include:

- managing any support for the child internally via the school’s or college’s own pastoral support processes;
- an early help assessment;⁶ or

⁶ Further information on early help assessments, provision of early help services and accessing services is in Chapter 1 of [Working Together to Safeguard Children](#).

- a referral for statutory services,⁷ for example as the child might be in need, is in need or suffering or likely to suffer harm.

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

26. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). 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 promote the welfare, and protect the safety, of children.

Early help

27. If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency 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. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

⁷ Chapter 1 of [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.

Statutory assessments

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

Children in need

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

Children suffering or likely to suffer significant harm

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

29. The online tool [Report Child Abuse to Your Local Council](#) directs to the relevant local children's social care contact number.

What will the local authority do?

30. Within one working day of a referral being made, a local authority social worker should acknowledge 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
- the child is in need, and should be assessed under section 17 of the Children Act 1989
 - 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
- any services are required by the child and family and what type of services
 - further specialist assessments are required to help the local authority to decide what further action to take

- to see the child as soon as possible if the decision is taken that the referral requires further assessment.

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

32. If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

33. If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Female Genital Mutilation mandatory reporting duty for teachers

34. Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers**.⁸ If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. **See Annex A** for further details.

Record keeping

35. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

Why is all of this important?

36. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action.⁹ 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;
- sharing information too slowly; and
- a lack of challenge to those who appear not to be taking action.

⁸ 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).

⁹ An analysis of serious case reviews can be found at [Serious case reviews, 2011 to 2014](#).

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

37. If staff have safeguarding concerns, or an allegation is made about another member of staff (including volunteers) posing a risk of harm to children, then:

- this should be referred to the headteacher or principal;
 - where there are concerns/allegations 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 concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority. (Further details can be found in Part four of this guidance).

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

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

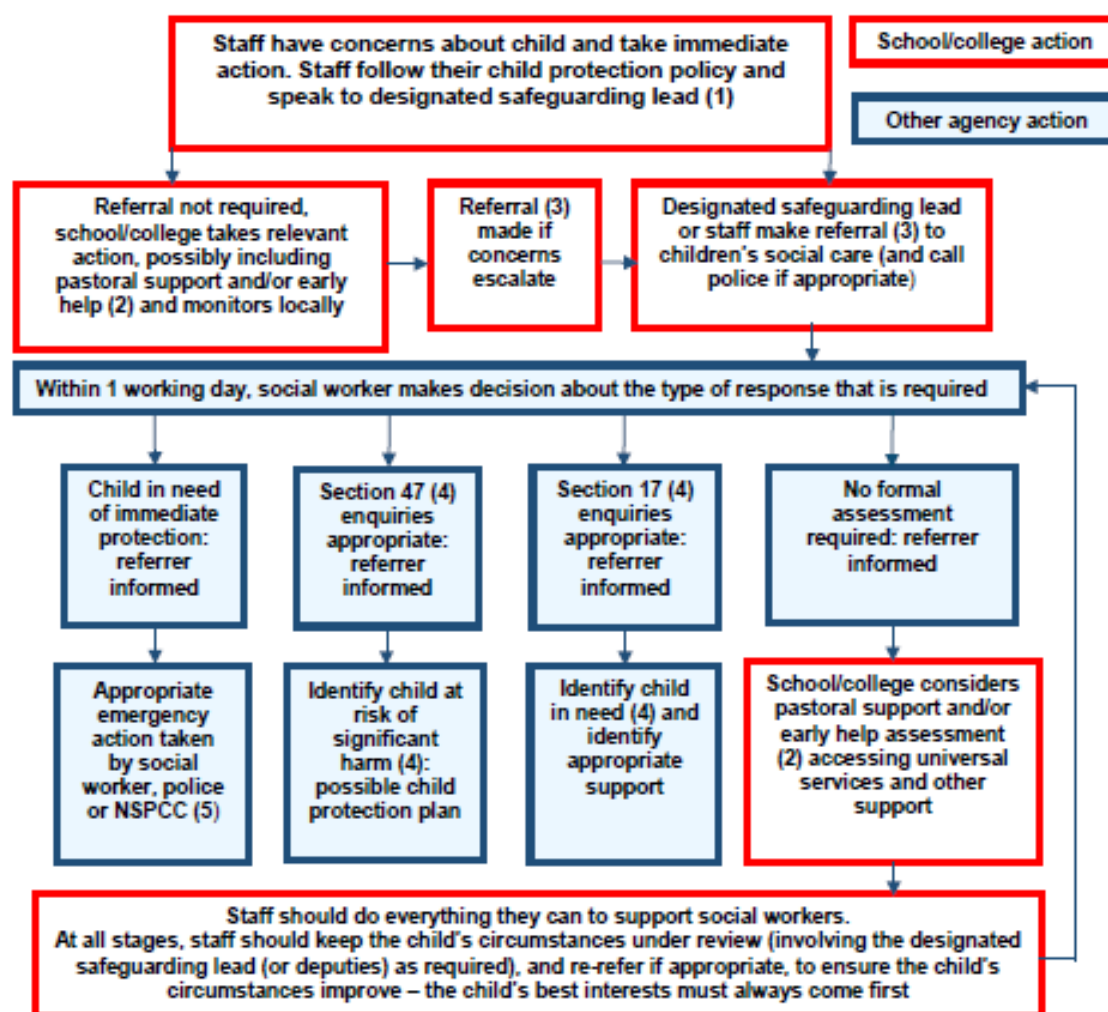
39. Appropriate whistleblowing procedures, should be put in place for such concerns to be raised with the school's or college's senior leadership team.

40. 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 may be open to them:

- General guidance on whistleblowing can be found via: [Advice on Whistleblowing](#).
 - The [NSPCC whistleblowing helpline](#) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college.
Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk¹⁰

¹⁰ Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

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

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

Indicators of abuse and neglect

41. All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.
42. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.
43. **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.
44. **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.
45. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 48).

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

Specific safeguarding issues

47. **All** staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

48. **All** staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

49. **All** staff should be clear as to the school's or college's policy and procedures with regards to peer on peer abuse.

50. Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here: [Contextual Safeguarding](#).

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

Annex A: Further information

Annex A contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this annex.

As per Part 1 of this guidance, 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 deputy).

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

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Children and the court system

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

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

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

Children missing from education

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

Children with family members in prison

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

Child sexual exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation

does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
 - can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
 - can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
 - may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
 - is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

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

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of

transporting drugs and a referral to the National Referral Mechanism¹¹ should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
 - can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
 - can be perpetrated by individuals or groups, males or females, and young people or adults; 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.

Domestic abuse

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

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

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

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

¹¹ [national crime agency human-trafficking](#)

[NSPCC- UK domestic-abuse Signs Symptoms Effects](#)

[Refuge what is domestic violence/effects of domestic violence on children](#)

[Safelives: young people and domestic abuse](#)

Homelessness

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

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

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

So-called 'honour-based' violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a

wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**¹² that requires a different approach (see following section).

FGM

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

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils 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](#).

¹² Under Section 5B(1)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.¹³ Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

Forced marriage

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

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

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. 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](#)¹⁴ 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

¹³ 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.

¹⁴ As defined in the Government's Counter Extremism Strategy.

armed forces. [Radicalisation](#)¹⁵ refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard¹⁶ to the need to prevent people from being drawn into terrorism".¹⁷ This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76 which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

Additional support

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

¹⁵ As defined in the Revised Prevent Duty Guidance for England and Wales.

¹⁶ According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

¹⁷ "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

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

[Educate Against Hate](#), a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: [Channel guidance](#), and a Channel awareness e-learning programme is available for staff at: [Channel General Awareness](#).

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Sexual violence and sexual harassment between children in schools and colleges

Context

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

Children who are victims of sexual violence and sexual harassment will likely find the

experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is Sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003¹⁸ as described below:

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

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

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

¹⁸ [Legislation.gov.uk](http://legislation.gov.uk)

What is consent?¹⁹ Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.²⁰

Sexual harassment

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

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.²¹ It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by

¹⁹ It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped. More information: [here](#)

²⁰ [PSHE Teaching about consent](#) from the PSHE association provides advice and lesson plans to teach consent at Key stage 3 and 4.

²¹ [Project deSHAME](#) from Childnet provides useful research, advice and resources regarding online sexual harassment.

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

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 22 in Part 1 of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Additional advice and support

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

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

APPENDIX 2

Safeguarding partners

A *safeguarding partner* in relation to a local authority area in England is defined under the Children Act 2004 (as amended by the Children and Social Work Act, 2017) as:

- a. The local authority;
 - b. A clinical commissioning group for an area any part of which falls within the local authority area;
 - c. The chief officer of police for an area any part of which falls within the local authority area
- Partner organisations and agencies collaborate, share and co-own the vision for how to achieve improved outcomes for vulnerable children;
 - Organisations and agencies challenge appropriately and hold one another to account effectively;
 - There is early identification and analysis of new safeguarding issues and emerging threats;
 - Learning is promoted and embedded in a way that local services for children and families can become more reflective and implement changes to practice;
 - Information is shared effectively to facilitate more accurate and timely decision making for children and families

APPENDIX 3

The General Data Protection Regulation (GDPR) and Data Protection Act 2018 The General Data Protection Regulation (GDPR) and the Data Protection Act 2018 introduce new elements to the data protection regime, superseding the Data Protection Act 1998. Practitioners must have due regard to the relevant data protection principles which allow them to share personal information,

The GDPR and Data Protection Act 2018 place greater significance on organisations being transparent and accountable in relation to their use of data. All organisations handling personal data need to have comprehensive and proportionate arrangements for collecting, storing, and sharing information.

The GDPR and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe.

To effectively share information:

- all practitioners should be confident of the processing conditions, which allow them to store, and share, the information that they need to carry out their safeguarding role. Information which is relevant to safeguarding will often be data which is considered 'special category personal data' meaning it is sensitive and personal
- where practitioners need to share special category personal data, they should be aware that the Data Protection Act 2018 includes 'safeguarding of children and individuals at risk' as a condition that allows practitioners to share information **without consent**
- information **can be shared legally without consent**, if a practitioner is unable to, cannot be reasonably expected to gain consent from the individual, or if to gain consent could place a child at risk.
- relevant personal information can be shared lawfully if it is to keep a child or individual at risk safe from neglect or physical, emotional or mental harm, or if it is protecting their physical, mental, or emotional well

Seven Golden Rules of sharing information

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared

only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).

7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

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APPENDIX 4

Safeguarding Team

1 – Strategic

The Designated Safeguarding Lead (DSL) with strategic responsibility for child and vulnerable adult protection issues

Assistant Principal - Marie Fairhurst

2 – Operational

The Designated Safeguarding Lead (DSL) with operational responsibility for child and vulnerable adult protection issues is the Head of Student Services who is responsible for day to day co-ordination, action and liaison with other agencies

Head of Student Services - Janet Hodgson

3

Deputy DSL and College Counsellor - Liz Carthy

4

RSL and College Counsellor – Alison Thompson

5

RSL and Safeguarding Co-ordinator – Anna Richards

There are also other members of the Senior Management Team (SMT) who are DSL trained and form, with the other DSL's, a College Counsellor and the Safeguarding Coordinator the College Safeguarding Team. These staff are referred to as Runshaw Safeguarding Leads (RSLs)

APPENDIX 5

SAFEGUARDING REFERRAL FORM

This form should be used to report a safeguarding disclosure, incident or concern, where a student is at risk of suffering significant harm. Please email the completed form to safeguarding@runshaw.ac.uk or pass to the Safeguarding Team.



Safeguarding Incident, Concern or Disclosure Referral Form

Preferred Name(s) of Learner:

Student ID:

What is the nature of your concern

- What are you most concerned about? i.e. physical, sexual, emotional abuse or neglect, Self-harm, bullying, radicalisation, sexual exploitation, sexualised behaviour, honour-based violence / forced marriage, e-safety issues, other ...
- Any evidence of impairment of health or development?
- Any evidence of ill-treatment?
- Why are you reporting this concern now?
- Have you had any previous concerns about this learner? If so, what, when, action ?

Record the nature of your concerns, include as much detail as possible, use the exact words used by the student. Clearly distinguish between fact, observation, allegation and opinion.

Detail:

Detail any action already taken and by whom:

It is not advisable to try and complete this record whilst talking to the student but within 2 hours of disclosure. The important thing is to listen actively and carefully and reassure the learner.

Did the Student give consent to share this information ?

Yes

No

If not, did you explain that you would have to share this information with the College Safeguarding Team and why ?

Yes

No

Further Information / Comment (relevant to this referral):

Signed

Name:

Job Title:

Time/Date:

APPENDIX 6

CONTACT INFORMATION

Lancashire Safeguarding Child/young person/young people Board 'Safeguarding Child/young person/young people Procedures' (May 2015)

<http://panlancashirescb.proceduresonline.com/index.htm>

Child/young person/young people's Social Care Referrals Lancashire

Children's Social Care 0300 123 6720
email address for referrals cypreferrals@lancashire.gov.uk
Emergency Duty Team EDT (Out of Hours) 0300 123 6722

Customer Service Contact Numbers in neighbouring Local Authorities:-

Blackburn with Darwen - 01254 666400 Out of Hours - 01254 587247

Blackpool - 01253 477600 Out of Hours – 01253 477678

Bolton - 01204 337777

North Bolton; Astley Bridge, Bradshaw, Breightmet, Bromley Cross, Tonge Moor
01204 337408 or 01204 331505

South Bolton; Burnden, Daubhill, Farnworth, Harper Green, Kearsley, Little Lever
01204 337729 or 01204 337730

West Bolton; Blackrod, Deane, Heaton, Halliwell, Derby, Smithills, Hulton Park,
Horwich,
Westhoughton **01942 634625**

St Helens - 01744 676600 Out of Hours – 0345 050 0148

Sefton - 0345 140 0845 Out of Hours - 0151 934 3555

Wigan - 01942 828300