Child Protection & Safeguarding Policy 2023-24

Policy Information	
Policy Owner	Julie Chatterton
Issue Version	2.0
Approving Committee	Safeguarding & Wellbeing Committee
Adopted Date	To be presented to Trustees 4/10/23
Review Cycle	Annual
Last Review Date	
Next Review Date	September 2024

Adoption of the Policy

This Policy has been adopted and reviewed by the Trustees of Transforming Futures Trust

Signed

(Chair of Trust)

 Date

*** All schools and colleges should have their own individual child protection policy*** (KCSiE September 2021, para 63).

COVID-19 school response

Previous Government Covid 19 non-statutory guidance on safeguarding in schools, colleges, and other providers 2020 has been withdrawn and the Department for Education signposts schools to the 'Schools Covid 19 operational guidance' last up dated August 27th, 2021.

Should Government or LA advice alter and/or new guidance issued ACE Tiverton will review its Child Protection and Safeguarding policy and where necessary add a supporting appendix. This new addition to the Child Protection and Safeguarding policy once ratified will be shared with all staff.

Contents

POLICY SECTION	WHAT'S CHANGED?	WHY?
Section 3	Updated language to reflect that 'clinical commissioning groups' are now known as 'integrated care boards'	To reflect changes to KCSIE (paragraph 108)
Section 9	Added reference to the fact that some children have an increased risk of abuse, both **online and offline** Clarified that the school will give special consideration to students who are missing or absent from education for prolonged periods and/or repeat occasions	To reflect changes to KCSIE (paragraph 170) To reflect changes to KCSIE (paragraph 175)
Section 6	Added reference to the fact that schools should have a zero tolerance culture towards transphobia	To increase the categories of inclusiveness in the policy
Section 6	Added adaptable text to mention that all staff will be aware of online safety which includes the expectations, applicable roles and responsibilities in relation to filtering and monitoring	To reflect changes to KCSIE (paragraph 14)
Section 6	Added online safety, including filtering and monitoring processes, to the designated safeguarding lead's (DSL's) responsibilities	To reflect changes to KCSIE (Annex C, page 164)
Section 6	Added the responsibility of governors to: • Make sure that the school has appropriate filtering and monitoring systems in place and review their effectiveness • Review the DfE's filtering and monitoring standards, and discuss with IT staff and service providers about what needs to be done to support the school to meet these standards • Make sure the DSL takes lead responsibility for understanding the filtering and monitoring systems in place as part of their role • Make sure that all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and in line with advice from the safeguarding partners • Make sure staff understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training	To reflect changes to KCSIE (paragraphs 103, 124, 142)
Section 6	Added the responsibility of the headteacher to make sure that online safety training is included in staff safeguarding and child protection training Added the responsibility of the headteacher of early years providers to oversee the safe use of technology, mobile phones and cameras in the setting	To reflect changes to KCSIE (Annex A, page 136) As outlined in the EYFS framework (paragraph 3.4)

POLICY SECTION	WHAT'S CHANGED?	WHY?
Section 27	Added that if the school receives an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, you should follow your safeguarding policies and procedures and inform the local authority designated officer (LADO), as you would with any safeguarding allegation	To reflect changes to KCSIE (paragraph 377)
Section 6

Section23 | Indicated where you should include information about your filtering and monitoring systems, if these are not detailed in a separate online safety policy

Added reference to the duty to review the child protection and safeguarding policy, including online safety, annually, and to make sure the procedures and implementation are reviewed regularly | To reflect changes to KCSIE (paragraph 138)

More detail, in line with KCSIE (paragraph 99) |
Section 23	Added a new section on artificial intelligence (AI)	While this **is not** mentioned in KCSIE yet, we know that schools and students are already accessing this technology
Section 9	Removed reference about retaining records for allegations that involve sexual abuse	This is no longer a requirement, as the Independent Inquiry into Child Sexual Abuse (IICSA) has concluded and published its final report. The requirement has been removed from KCSIE 2023 (paragraph 417)
Section 6	Added reference to the fact that training for all staff should include online safety, including an understanding of the expectations, roles and responsibilities in relation to filtering and monitoring	To reflect changes in KCSIE (paragraph 124)
Section 6	Added a sentence setting out that shortlisted candidates will be informed that the school may carry out online checks as part of the due diligence process	To reflect changes in KCSIE (paragraph 221)
Section 9	Added section on record keeping.	

Child Protection and Safeguarding Policy 2023-24

Safeguarding Trustee:

Designated Safeguarding Lead: Julie Chatterton

Status & Review Cycle: Statutory/Annual

Next Review Date: September 2024

Safeguarding Statement

ACE Tiverton recognise our moral and statutory responsibility to safeguard and promote the welfare of all students and expects all staff, Trustees, and volunteers to share this commitment. We endeavour to provide a safe and welcoming environment where students are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that students receive effective support, protection, and justice. We listen to our students and take seriously what they tell us, students are aware of the adults they can talk to if they have a concern. When there are concerns for a student's welfare, we may need to share information and work in partnership with other agencies. We will ensure concerns are discussed with parents/carers first unless we have reason to believe that by doing so would be contrary to the student's welfare. Child protection forms part of the school's safeguarding responsibilities and we take a zero-tolerance approach to abuse. The Child Protection and Safeguarding policy underpins and guides our procedures and protocols to ensure its students and staff are safe.

Key Personnel

Role	Name	Email	Telephone
Head of School Designated Safeguarding Lead (DSL)*/**	Julie Chatterton	Julie.chatterton@transformingfutures.org.uk	01884 763140 07395798135
Deputy DSL(s)*/**	Stacy Fagg	Stacy.fagg@transformingfutures.org.uk	01884 763140 07719953566
	Jo Panton	Jo.Panton@transformingfutures.org.uk	01884 763140
Level 3 trained Staff	Kevin Morgan	Kevin.morgan@transformingfutures.org.uk	01884 763140
	Sharna Causley	Sharna.causley@transformingfutures.org.uk	01884 763140
	Becky Mannings	rebecca.mannings@transformingfutures.org.uk	01884 763140
	Emma Coombes	Emma.coombes@transformingfutures.org.uk	01884 763140
Executive Headteacher*	Hannah Smart	Hannah.Smart@transformingfutures.org.uk	01752 776848 01884 763140
Chair of Trustees*	Clive Grace	Clive.Grace@transformingfutures.org.uk	

*Out of hours contact details will be made available to staff

**Holiday/emergency contacts will be shared with the appropriate agencies and LA safeguarding boards/MASHs

Terminology

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment.
- preventing 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; and
- taking action to enable all children to have the best outcomes.

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. Staff refers to all those working for or on behalf of the school, full or part time, temporary or permanent, in either a paid or voluntary capacity. Child includes everyone under the age of 18. Parents refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers, adoptive parents, and LA corporate parents.

1. **Introduction**

Safeguarding legislation and guidance: the following has been considered when drafting this policy:

- Section 175 of the Education Act 2002 (maintained schools only)
- Section 157 of the Education Act 2002 (Independent schools only, including academies and CTCs)
- The Education (Independent Schools Standards) (England) Regulations 2003 (Independent schools only, including academies and CTCs)
- The Safeguarding Vulnerable Groups Act 2006
- The Teacher Standards 2012
- Working Together to Safeguarding Children 2018
- Keeping Children Safe in Education 2021
- Information Sharing 2018
- What to do if you are worried a child is being abused 2015

2. **Policy Principles**

The welfare of the child is paramount.

- All children regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.
- We recognise that all adults, including temporary staff[1], volunteers and trustees, have a full and active part to play in protecting our students from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- All staff believe that our school should provide a caring, positive, safe, and stimulating environment that promotes the social, physical, mental wellbeing and moral development of the individual child.
- Students and staff involved in child protection issues will receive appropriate support and supervision.

3. **Policy Aims**

- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide an environment in which children and young people feel safe, secure, valued, and respected, and feel confident to, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To demonstrate the school's commitment about safeguarding and child protection to students, parents, and other partners.
- Safeguarding incidents and/or behaviours can be associated with factors both in and outside of school or college; and abusers can be both adult/s to child/ren or child/ren to child/ren (peer on peer). All staff (but especially the DSL or deputy) will be considering the context within which such incidents and/ or behaviours occur familial or contextual.
- To ensure the Designated Safeguarding Lead (or deputy) and all staff will consider the use of appropriate assessments, resources and agency support when identifying the factors present in a child's life that are a threat to their safety and/or welfare. (Familial or contextual.)
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.

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[1] Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with children etc. and CPG members.

- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other partnership agencies, especially the Police (health and CSC), and, Devon and Somerset MASH as appropriate and Integrated care boards (previously known as clinical commissioning groups) for an area within the LA.
- To support the child's development in ways that will foster security, confidence, and independence.
- To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance)[2], and a single central record is kept for audit.

4.   **Values**

Supporting Children.

- We recognise that a child who is abused or witnesses' violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn as well as exhibiting signs of mental health problems.
- We understand the impact on a child's mental health, behaviour and education when experiencing difficulties, abuse and/or neglect.
- We know that 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 or may be subject to threats. In our school community, students are particularly vulnerable due to their vulnerability due to their communication and educational needs.
- We also understand that students who are questioning their own identity or sexuality may feel less inclined to share worries or concerns relating to how others, they perceive as in a relationship, friendship or have a connection with, are treating them – verbally, physically, sexually, emotionally, financially and in other ways.
- We expect all staff to act with professional curiosity, knowing that for our students 'it' could definitely happen in our school community.
- All staff are expected to share their concerns, worries or 'instinct' no matter how small and we embed with staff their understanding that in the 'jigsaw;' of safeguarding, everyone' views and voice is vital to enable us to keep students' safe form harm. and speaking to the DSL if they have concerns about a child.

Our school will support all children by:

- encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- promoting a caring, safe, and positive environment within the school.
- responding sympathetically to any requests for time out to deal with distress and anxiety.
- determining how best to build trusted relationships with students which facilitate free and straightforward communication on a variety of topics.
- offering details of helplines, counselling, or other avenues of external support.
- liaising and working together with all other settings, support services and those agencies involved in the safeguarding of children.
- notifying Devon MASH as soon as there is a significant concern.
- providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.
- children are taught to understand and manage risk through our Personal, Social, Health and Economic (PSHE) education and Relationship and Sex Education (RSE) and through all aspects of school life. This includes online safety.
- by accessing and utilising the necessary resources, guidance, and toolkits to support the identification of children requiring mental health support, support services and assessments and the subsequent systems and processes: and
- reassuring victims that they are being taken seriously and that they will be supported and kept safe.

Prevention/Protection

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[2] Guidance regarding DBS checks recently updated by the Protection of Freedoms Act 2012

- We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends, and an ethos of protection.

The school community will therefore:

- work to establish and maintain an ethos where children feel secure, are encouraged to talk, and are always listened to.
- include regular consultation with children e.g., through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes.
- ensure that all children know there are adults in the school whom they can approach if they are worried or in difficulty.
- include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help; in particular this will include anti-bullying work, information about peer on peer abuse (sexual harassment and sexual violence, consent), online-safety, road safety, pedestrian and cycle training; provide focussed activities to prepare key year groups for transition to new settings and/or key stages e.g. more personal safety/independent travel; and
- ensure all staff, students and parent are aware of school guidance for their use of mobile technology and the safeguarding issues around the use of mobile technologies and their associated risks have been shared.

5. **Safe School, Safe Staff**

We will ensure that.

- all staff, Trustees and volunteers read KCSiE Part 1* and Annex B annually and sign to say they read and understood it.
- all staff received regular updates and refreshers to ensure they can act with confidence, knowledge and pace to protect children in their care.
- all staff receive information about the school's safeguarding arrangements, the school's safeguarding statement, staff behaviour policy (code of conduct)[3], child protection and safeguarding policy, behaviour policy, the safeguarding response to children who are absent from education, the role and names of the Designated Safeguarding Lead and their deputy(ies), and sign to say they have read, understood, and will abide by it.
- all staff receive safeguarding and child protection information, including online safety, at induction.
- all staff receive safeguarding and child protection training, including online safety, in line with advice from Devon City Council which is regularly updated (for example, via email, e-bulletins and staff meetings), as required, but at least annually.
- all members of staff are trained in and receive regular updates in online safety and reporting concerns.
- all staff and trustees have annual child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
- Alongside the Trust, all Trustees will receive appropriate safeguarding and child protection at induction and at least annually to enable them to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding; this training will be regularly updated.
- the Child Protection and Safeguarding policy is made available via the school website or other means and that parents/carers are made aware of this policy and their entitlement to have a copy via the family handbook, family letters and website. All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Child Protection and Safeguarding policy and reference to it in the family handbook.
- the school provides a coordinated offer of Early Help when additional needs of children / families are identified and contributes to early help arrangements and inter-agency working and plans; assessments and plans are recorded on the Right 4 Children (R4C) system.
- all staff will understand their role in the early help process.
- our vetting policy will seek to ensure the suitability of adults working with children on school sites at any time, for example, by having evidence of DBS checks having been undertaken.
- community users organising activities for children are aware of the school's Child Protection and Safeguarding policy, guidelines, and procedures.
- the name of the designated members of staff for child protection, the Designated Safeguarding Lead and deputy(is), are clearly advertised in the school with a statement explaining the school's role in referring and monitoring cases of suspected abuse; and
- all Trustees will be given a copy of Part 2 and Annex B of Keeping Children Safe in Education 2021 and will sign to say they have read, understood, and will abide by the information contained.

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[3] The code of conduct includes acceptable use of technology, staff & student relationship boundaries and communications, including the use of social media.

6. **Roles and Responsibilities**

- Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

- The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing students for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment.
- All members of The Trustee Board understand and fulfil their responsibilities, namely, to ensure that there is a Child Protection and Safeguarding policy together with a Staff Behaviour policy (Code of Conduct).
- The Trustee Board are aware of their obligations under the Human Rights Act 1998 21, the Equality Act 201022, (including the Public Sector Equality Duty23), and their local multi-agency safeguarding arrangements. Further details of the specifics relating to these responsibilities and duties are details in Keeping Children Safe in Education 2023 (p84-93)
- Child protection, safeguarding, recruitment and managing allegations policies and procedures, including the staff behaviour policy (code of conduct), are consistent with Devon County Council Requirements and statutory requirements, are reviewed annually and that the Child Protection and Safeguarding policy is publicly available on the school website or by other means.
- Ensures that all staff including temporary staff and volunteers are provided with the school's Child Protection and Safeguarding policy and staff Code of Conduct.
- All staff have read Keeping Children Safe in Education (2021) Part 1 and Annex B* and those mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.
- The school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training. Shortlisted candidates will be informed that the school may carry out online checks as part of due diligence process.
- The school has procedures for dealing with allegations of abuse against staff (including the Headteacher), supply staff, volunteers and against other children and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have had they not resigned.
- A member of the Trustee Board is nominated to liaise with the Local Authority on Child Protection issues and in the event of an allegation of abuse made against the Headteacher.
- A member of the senior leadership team has been appointed as the Designated Safeguarding Lead (DSL) by the Trustee Board who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description.
- On appointment, the DSL and deputy(ies) undertake appropriate Level 3 identified training offered by PCSB or other provider every two years.
- All other staff have safeguarding training including online safety to include expectations around filtering and monitoring, and that such training is regularly updated and is in line with advice from the safeguarding partners but at least annually.
- At least one member of the Trustee Board has completed safer recruitment training to be repeated every five years.
- Children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or for maintained schools through relationship and sex education (RSE).
- Appropriate safeguarding responses are in place for children who go absent 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.
- Appropriate online filtering and monitoring systems are in place. This includes:
  -Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
  -Reviewing the DfE's filtering and monitoring standards, and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards.
- Ensures online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
- Ensures the DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place (filtering and monitoring operational measures are undertaken by DELT services – all staff have received training and are aware of the process for reporting and recoding concerns.)

- Enhanced DBS checks (without barred list checks unless the governor is also a volunteer at the school) are in place for all Trustees.
- Any weaknesses in Child Protection are remedied immediately.

- Where children leave the school or college, the designated safeguarding lead will ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives."

The Headteacher will ensure that:

- the Child Protection and Safeguarding policy and procedures are implemented and followed by all staff.
- sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL and deputy(ies) DSL(s) to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings.
- online safety training is included in staff safeguarding and child protection training.
- there is safe use of technology, mobile phones and cameras.
- there is a safeguarding concern that the child's wishes, and feelings are considered when determining what action to take and what services to provide.
- systems are in place for children to express their views and give feedback which operate with the best interest of the child at heart.
- all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures.
- that students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- they liaise with the Local Authority Designated Officer (LADO), before taking any action and on an ongoing basis, where an allegation is made against a member of staff, supply staff or volunteer; and
- anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

The Designated Safeguarding Lead:

- holds ultimate responsibility for safeguarding and child protection (including online safety) in the school and is a member of the SLT.
- acts as a source of support and expertise in carrying out safeguarding duties for the whole school community.
- will have the necessary knowledge and understanding to recognise possible children at risk of contextual and/or familial abuse or exploitation.
- encourages a culture of listening to children and taking account of their wishes and feelings.
- refreshes every two years their knowledge and skills to enable them to carry out the role and at regular intervals but at least annually accesses updates to keep up with any developments relevant to their role.
- will refer a child if there are concerns about possible abuse, to the Devon MASH[4], and act as a focal point for staff to discuss concerns. Enquiries must be followed up in writing, if referred by telephone.
- will keep detailed, accurate records, either written or using appropriate online software, of all concerns about a child even if there is no need to make an immediate referral.
- will ensure that all such records are kept confidential, stored securely and are separate from student records, until the child's 25th birthday.
- will ensure that an indication of the existence of the additional file is marked on the student records.
- will ensure that when a student leaves the school, relevant child protection information is passed to the new school (separately from the main student file) as soon as possible, ensuring secure transit and that confirmation of receipt is obtained.
- in addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the DSL of the new school or college in advance of a child leaving; for example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives. All transfers should be made securely.
- will liaise with the Local Authority, its safeguarding partners[5] and work with other agencies and professionals in line with Working Together to Safeguard Children.
- has a working knowledge of PCSB procedures.
- will ensure that either they, or another staff member, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report where required which has been shared with the parents.
- will ensure that any student currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their social worker.

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[4] All new enquiries go to the Devon MASH, DSLs can consult on 0345 155 1071. In an emergency out of hours referrals can be made to the Police.

[5] NPCC – when to call the police will support DSLs understand when they should consider contacting the police and what to expect when they do

- will ensure that all staff sign to say they have read, understood, and agree to work within the School's Child Protection policy, Behaviour policy, staff Code of Conduct and Keeping Children Safe in Education Part 1* and Annex B and ensure that the policies are used appropriately.
- will organise child protection and safeguarding induction, regularly updated training, and a minimum of annual updates (including online safety) for all school staff, keep a record of attendance and address any absences.
- will contribute to and provide, with the Headteacher and Chair of Trustees, the "Audit of Statutory Duties and Associated Responsibilities" (S175/157 audit) to be submitted annually to the Education Safeguarding Team working on behalf of Devon County Council.
- understands locally agreed processes for providing early help and intervention and will support members of staff where Early Help (concerns around exploitation) is appropriate; and
- will ensure that the name of the designated members of staff for Child Protection, the Designated Safeguarding Lead, and deputies, are clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- Will have a good understanding of the filtering and monitoring systems and processes in place at our school.

The Deputy Designated Safeguarding Lead(s):

- is/ are trained to the same standard as the Designated Safeguarding Lead and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of students. In the event of the long-term absence of the DSL the deputy will assume all of the functions above.

All School Staff:

- understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information, and taking prompt action.
- consider, at all times, what is in the best interests of the child.

- Will know that children can be at risk of harm inside and outside of their home, at school and online.

- Will be aware of online safety including the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

- will be aware of the indicators of abuse and neglect both familial and contextual; and recognise that contextual harm can take a variety of different forms.
- know how to respond to a student who discloses abuse through delivery of 'Working together to Safeguard Children', and 'What to do if you're worried a child is being abused'.
- will refer any safeguarding or child protection concerns to the DSL or if necessary, where the child is at immediate risk to the police or the Devon MASH.
- will be aware of the Case Resolution protocol or the duty to report concerns if the DSL fails to do so without reasonable cause.
- are aware of the Early Help[6] process and understand their role within it including identifying emerging problems for children who may benefit from an offer of Early Help, liaising with the DSL in the first instance and supporting other agencies and professionals in an early help assessment through information sharing. In some cases, staff may act as the Lead Professional in Early Help cases.
- will provide a safe environment in which children can learn; and
- will be able to reassure victims that they are being taken seriously.

7. **Confidentiality**

- ACE Tiverton recognises that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm the school must contribute to inter-agency working in line with Working Together to Safeguard Children (2018) and share information between professionals and agencies where there are concerns.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 2018[7] is not a barrier to sharing information where the failure to do so would place a child at risk of harm.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

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[6] Detailed information on early help can be found in Chapter 1 of <u>Working Together to safeguard children</u>
[7] The UK Data Protection Act 2018 (DPA 2018) is supplementary to the General Data Protection Regulation 2016 (the GDPR) and replaces DPA 1998.

- However, we also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential and the Headteacher or DSLs will only disclose information about a child to other members of staff on a need-to-know basis.
- We will always undertake to share our intention to refer a child to the Devon MASH with their parents/carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will contact the Devon MASH consultation line.

8. **Child Protection Procedures**

- Abuse and neglect are forms 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 the family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.
- Abuse and Neglect may also take place outside of the home, contextual safeguarding, and this may include (but not limited to), sexual exploitation criminal exploitation, serious youth violence, radicalisation.
- Further information about the four categories of abuse; physical, emotional, sexual and neglect, and indicators that a child may be being abused can be found in appendices 1 and 2.
- Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here".
- There are also a number of specific safeguarding concerns that we recognise our students may experience.
    - child absent from education
    - child missing from home or care
    - child sexual exploitation (CSE), child criminal exploitation (CCE)
    - bullying including cyberbullying
    - domestic abuse
    - drugs
    - fabricated or induced illness
    - faith abuse
    - female genital mutilation (FGM)
    - forced marriage
    - gangs and youth violence
    - gender-based violence/violence against women and girls (VAWG)
    - mental health
    - private fostering
    - radicalisation
    - youth produced sexual imagery (sexting)
    - teenage relationship abuse
    - trafficking
    - peer on peer abuse
    - up skirting
    - serious violence
    - sexual harassment

Staff are aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger and that safeguarding issues can manifest themselves via peer-on-peer abuse.

We also recognise that abuse, neglect, and safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label. Staff are aware that in most cases multiple issues will overlap one another.

If staff are concerned about a child's welfare

- If staff notice any indicators of abuse/neglect or signs that a child may be experiencing a safeguarding issue they should record these concerns via CPOMS. They may also discuss their concerns in person with the DSL, but the details of the concern should be recorded in writing.
- There will be occasions when staff may suspect that a student may be at risk but have no 'real' evidence. The student's behaviour may have changed, their artwork could be bizarre, and they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed.
- ACE Tiverton recognises that the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill, or an accident has occurred. However, they may also indicate a child is being abused or needs safeguarding.

- In these circumstances staff will try to give the child the opportunity to talk. It is fine for staff to ask the student if they are okay or if they can help in any way.
- Following an initial conversation with the student, if the member of staff remains concerned, they should discuss their concerns with the DSL and put them in writing. Records should include:
    - a clear and comprehensive summary of the concern.
    - details of how the concern was followed up and resolved.
    - a note of any action taken, decisions reached and the outcome.
- If the student does begin to reveal that they are being harmed, staff should follow the advice below regarding a student making a disclosure.

If a student discloses to a member of staff

- We recognise that it takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, guilty, or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that what has happened is their fault. Sometimes they may not be aware that what is happening is abuse.
- A child who makes a disclosure may have to tell their story on several subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.

During their conversation with the student staff will:

- listen to what the child has to say and allow them to speak freely.
- remain calm and not overact or act shocked or disgusted – the student may stop talking if they feel they are upsetting the listener.
- reassure the child that it is not their fault and that they have done the right thing in telling someone.
- not be afraid of silences – staff must remember how difficult it is for the student and allow them time to talk.
- take what the child is disclosing seriously.
- ask open questions and avoid asking leading questions.
- avoid jumping to conclusions, speculation or make accusations.
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused.
- avoid admonishing the child for not disclosing sooner. Saying things such as 'I do wish you had told me about it when it started' may be the staff member's way of being supportive but may be interpreted by the child to mean they have done something wrong; and
- tell the child what will happen next.

If a student talks to any member of staff about any risks to their safety or wellbeing the staff member will let the child know that they will have to pass the information on – staff are not allowed to keep secrets. The member of staff should write up their conversation as soon as possible on CPOMS in the child's own words. Staff should make this a matter of priority.

Notifying Parents

The school will normally seek to discuss any concerns about a student with their parents or carers. This must be handled sensitively and normally the DSL/DDSL will contact the parent in the event of a concern, suspicion, or disclosure. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from the MASH e.g., familial sexual abuse. Where there are concerns about forced marriage or honour-based abuse parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk. In some circumstances it would be appropriate to contact the police.

Making a referral

- Concerns about a child or a disclosure should be immediately raised with the DSL who will help decide whether a referral to local authority children's social care; Devon MASH and Somerset MASH or other support is appropriate in accordance with Devon Safeguarding Children's Partnership Building Support for Children.
- If a referral is needed, then the DSL should make this rapidly and have the necessary systems in place to enable this to happen. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one has not been made, they can and should consider making a referral themselves.
- The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.
- If after a referral the child's situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the child's situation improves.
- If a child is in immediate danger or is at risk of harm a referral should be made to children's social

- care; Devon MASH and Somerset MASH and/or the police immediately. Anybody can make a referral.
- Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

Supporting our Staff

- We recognise that staff working in the school who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

Concerns that do not meet the 'Harm Threshold':

We know that a 'low-level' concern does not mean that it is insignificant. 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 on behalf of the school or college may have acted in a way that:

• is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
• does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:
• being over friendly with children
• having favourites
• taking photographs of children on their mobile phone, contrary to school policy

• engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or humiliating students.

Such behaviour can exist on a wide spectrum, from the 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. We know that – and train staff to respond accordingly – those low-level concerns must be reported and ae not dismissed or ignored. Reporting as per process and procedure protects staff and students are ensures that leaders can carefully monitor reports to identify trends as well as potentially identify where desensitisation may be occurring in staff responses and reactions.

9. Record-keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Records will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome

Concerns and referrals will be kept in a separate child protection file for each child.

Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded as soon as possible, securely, and separately from the main student file.

To allow the new school/college to have support in place when the child arrives, this should be within:

- 5 days for an in-year transfer, or within
- The first 5 days of the start of a new term

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

ACE Tiverton uses the Child Protection Online Management Service (CPOMS) for its records. This is made secure through passwords and two factor authentication. Information is retained through archiving systems for **** When appropriate records can be made confidential to the DSL and Headteacher via permission levels on CPOMS and password protected files.

Information sharing with other agencies is achieved in the following ways:

- Electronic transfer through CPOMS.
- Password protected email.
- Recorded, special delivery with receipt acknowledgement if hard copies are necessary.
- Through ID checks in phone conversations.

ACE Tiverton recognises that data protection is not a barrier to sharing safeguarding concerns.

9.   Children who are particularly vulnerable

ACE Tiverton recognises that some children are more vulnerable to abuse (both online and offline) and neglect and that additional barriers exist when recognising abuse for some children. We understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures which fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment, or circumstances.

In some cases, possible indicators of abuse such as a child's mood, behaviour or injury might be assumed to relate to the child's impairment or disability rather than giving a cause for concern. Or a focus may be on the child's disability, special educational needs, or situation without consideration of the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it. Some children may also find it harder to disclose abuse due to communication barriers, lack of access to a trusted adult or not being aware that what they are experiencing is abuse.

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 misusing drugs or alcohol themselves.
- is at risk of modern slavery, trafficking, or exploitation.
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- has returned home to their family from care.
- is showing early signs of abuse and/or neglect.
- is at risk of being radicalised or exploited.
- is a privately fostered child.
- has an imprisoned parent.
- is experiencing mental health, wellbeing difficulties.
- is missing or persistently absent from education for prolonged periods and / or repeat occasions (including persistently absent for part of the school day).
- is at risk of 'honour' based abuse such as FGM or Forced Marriage

10.   Anti-Bullying/Cyberbullying

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents which is shared with and analysed by the Trustee Board. All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse. If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the Headteacher and the DSL will consider implementing child protection procedures

The subject of bullying is addressed at regular intervals in PHSE education details of which can be found in our Preparation For Adulthood Curriculum.

11.   Racist Incidents

Our policy on racist incidents is set out separately and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents and report them to the Local Authority. Reporting Bullying, Prejudice and Racism Incidents : BULLYING, PREJUDICE AND RACISM INCIDENTS (BPRI) (smartsurvey.co.uk)

12.   Radicalisation and Extremism

The Prevent Duty for England and Wales (2015) under section 26 of the Counterterrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

Extremism is defined as 'as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal, or dangerous.

ACE Tiverton is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism[8].

We seek to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

School staff receive training to help identify early signs of radicalisation and extremism. Indicators of vulnerability to radicalisation are in detailed in Appendix 6.

Opportunities are provided in the curriculum to enable students to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social, and cultural education) in Schools (2014)[9].

The school Trustees, the Headteacher and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community, and philosophy.

When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then Devon & Cornwall Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and Trustees to raise concerns around Prevent (020 7340 7264).

13.   Domestic Abuse

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological, or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, and religion, mental or physical ability. Domestic abuse can also involve other types of abuse. We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse (See Appendix 5). 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

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[8] The Prevent duty
[9] Promoting Fundamental British Values

ability to learn. We recognise this and when students are identified or disclose they are subject to domestic violence in any form, we adapt our approach to ensure they are best supported in line with the age, stage, development and family context.

14.   Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. This power imbalance could be due to age, gender, sexual identity, cognitive ability, physical strength, status, and /or access to economic or other resources. The abuse could be linked to an exchange for something the victim perceives that they need or want and/or will be to the financial benefit or other advantage (such as increase status) of the perpetrator or facilitator.

The abuse can be perpetrated by individuals or groups, males or females, and adults or children (who themselves may be experiencing exploitation). The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It may involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Victims can be exploited even when the activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online. The experience of girls who are criminally exploited can be very different from boys, the indicators may not be the same and both boys and girls that are being criminally exploited may be at higher risk of sexual exploitation.

CSE can occur over time or be a one-off occurrence. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16and 17-year-olds who can legally consent to have sex.

More definitions and indicators are included in Appendix 3.

Any concerns that a child is being or is at risk of being sexually or criminally exploited should be passed without delay to the DSL. ACE Tiverton is aware there is a clear link between regular school absence/truanting, CSE and CCE. Staff should consider a child to be at potential CSE/CCE risk in the case of regular school absence/truanting and make reasonable enquiries with the child and parents to assess this risk.

The DSL will use the Devon Adolescent Safety Framework Safer Me Assessment[10] on all occasions when there is a concern that a child is being or is at risk of being sexually or criminally exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually or criminally exploited. The Safer Me Assessment will indicate to the DSL whether a Safer Me Early Help approach or referral to the Exploitation MASH is required. If the DSL is in any doubt, they will contact Devon MASH and email the completed Safer Me assessment.

In all cases if the assessment identified any level of concern the DSL should use the Devon Levels of Need Threshold Document and email the completed Safer Me assessment along with a Devon MASH enquiry form.   If a child is in immediate danger the police should be called on 999.

ACE Tiverton is aware that a child often is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence, the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse.

ACE Tiverton includes the risks of sexual and criminal exploitation in the PHSE and RSE curriculum. Students will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE/CCE, including online, and knowing how and where to get help.

15.   Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police[11] .

The duty applies to all persons in ACE Tiverton who is employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead; however, the DSL should be informed.

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[10] DCFP Adolescent Safety Framework info and Safer Me Assessment   A quick guide to the Adolescent Safety Framework - Devon Safeguarding Children Partnership (devonscp.org.uk)
[11] FGM procedural information

If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made by the close of the next working day.

School staff are trained to be aware of risk indicators of FGM which are set out in Appendix 4. Concerns about FGM outside of the mandatory reporting duty should be reported as per our child protection reporting procedures. Staff should be particularly alert to suspicions or concerns expressed by female students about going on a long holiday during the summer vacation period. There should also be consideration of potential risk to other girls in the family and practicing community.

Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate.

There are no circumstances in which a teacher or other member of staff should examine a girl.

16.   Forced Marriage

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual, and emotional pressure. It may also involve physical or sexual violence and abuse. It is illegal to cause a child under the age of 18 to marry, even if violence, threats or coercion are not used.

Forced marriage is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse, and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage which is common in several cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

School staff should never attempt to intervene directly as a school or through a third party. Contact should be made with Devon MASH

17.   Honour-based Abuse

Honour based abuse (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Honour based abuse might be committed against people who.

- become involved with a boyfriend or girlfriend from a different culture or religion.
- want to get out of an arranged marriage.
- want to get out of a forced marriage.
- wear clothes or take part in activities that might not be considered traditional within a particular culture.

It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others.

18.   One Chance Rule

All staff are aware of the 'One Chance' Rule' in relation to forced marriage, FGM and HBV. Staff recognise they may only have one chance to speak to a student who is a potential victim and have just one chance to save a life.

ACE Tiverton are aware that if the victim is not offered support following disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBV cases.

19.   Mental Health

Staff will 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. Whilst school recognise that only appropriately trained professionals can diagnose mental health problems; staff are able to make day to day observations of children and identify such behaviour that may suggest they are experiencing a mental health problem or be at risk of developing one.

Traumatic ACEs and experiences of abuse and neglect can impact on a child's mental health, behaviour, and education through to adolescence and adulthood and this will be covered in safeguarding awareness training and updates. If staff have a mental health concern about a child that is also a safeguarding concern, they will share this with the DSL or deputy. We will also refer to the mental health and behaviour in schools' guidance[12]

20. Private Fostering Arrangements

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or 18 if the child is disabled. Children looked after by the local authority or who are place in residential schools, children's homes or hospitals are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

ACE Tiverton recognise that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.

By law, a parent, private foster carer, or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. However, where a member of staff becomes aware that a student may be in a private fostering arrangement, they will raise this will the DSL and the DSL will notify Devon MASH of the circumstances.

21. Looked after children and previously looked after children

The most common reason for children becoming looked after is as a result of abuse and neglect. ACE Tiverton ensures that staff have the necessary skills and understanding to keep looked after/previously looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

The designated teacher for looked after children and the DSL have details of the child's social worker.

The designated teacher for looked after children works with the Virtual School Head to discuss how Student Premium Plus funding can be best used to support the progress of looked after children in the school and meet the needs in the child's personal education plan. The designated teacher will follow the statutory guidance 'Promoting the education of Looked After Children'.

22. Children Missing Education

Attendance, absence, and exclusions are closely monitored. The school will hold more than one emergency contact number for students and students were reasonably possible. A child who is absent from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.

The DSL will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where children go missing on repeat occasions and/or are missing for periods during the school day in conjunction with 'Children Missing Education: Statutory Guidance for Local Authorities[13].

Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

23. Online Safety

Our students increasingly use electronic equipment on a daily basis to access the internet and share content and images via social media sites such as Facebook, twitter, Instagram, Snapchat and ooVoo. Unfortunately, some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in sexual behaviour such as webcam photography or face-to-face meetings. Students may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders.

ACE Tiverton has an online safety policy which explains how we try to keep students safe in school and how we respond to online safety incidents (See flowchart, Appendix 7). As part of this, our school aims to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of students, staff, volunteers and governors and trustees.

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[12] Mental health and behaviour in schools: guidance
[13] CME Statutory Guidance for Local Authorities

- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.

We also provide advice to parents when students are being asked to learn online at home and consider how best to safeguard both students and staff. Students are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated. The member of staff with oversight and responsibility for school online safety (including the annual review the child protection and safeguarding policy, including online safety, regular review of the procedures and implementation) is Head of School and DSL Julie Chatterton.

We regularly communicate with families to reinforce the importance of children being safe online and explain what systems we use to filter and monitor online use. We are clear with families about what we ask their children to do online, including the sites they will asked to access and explain howe we keep in touch both through face to face and remote contact.

Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, students and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

ACE Tiverton recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard students. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose students to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

ACE Tiverton will treat any use of AI to access harmful content or bully students in line with this policy and our [anti-bullying/behaviour] policy.

Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school.

24.   Peer on peer Abuse (Child on Child) Sexual violence and sexual harassment

The DSL, Trustee Board and Head Teacher will take due regard to Part 5, KCSiE 2021. In most instances, the conduct of students towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. ACE Tiverton recognise that children are capable of abusing their peers. It will not be passed off as 'banter' or 'part of growing up'. The forms of peer-on-peer abuse are outlined below.

- domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.
- bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- child sexual exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.
- harmful sexual behaviour – Children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others (For more information, please see Appendix 2).
- up skirting – 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 the victim humiliation, distress, or alarm.
- serious youth violence[14] – Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19' i.e., murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. 'Youth violence' is defined in the same way, but also includes assault with injury offences. All staff will receive training so that they are aware of indicators which may signal that child are at risk from or involved with serious violence and crime.
- 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); and
- consensual and non-consensual sharing of nudes and semi nudes' images and or videos13 (also known as sexting or youth produced sexual imagery).

The terms peer-on-peer and child on child abuse can refer to all of these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their

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[14] Preventing youth violence and gang involvement

experiences. There are also different gender issues that can be prevalent when dealing with peer-on-peer abuse (i.e., girls being sexually touched/assaulted, or boys being subjected to initiation/hazing type violence).

ACE Tiverton aims to reduce the likelihood of peer-on-peer abuse through.
- the established ethos of respect, friendship, courtesy, and kindness.
- high expectations of behaviour.
- clear consequences for unacceptable behaviour.
- providing a developmentally appropriate PSHE curriculum which develops students' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe.
- systems for any student to raise concerns with staff, knowing that they will be listened to, valued, and believed.
- robust risk assessments and providing targeted work for students identified as being a potential risk to other students and those identified as being at risk.

Research indicates that young people rarely disclose peer on peer abuse and that if they do, it is likely to be to their friends. Therefore, ACE Tiverton will also educate students in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the school and what services they can contact for further advice. Any concerns, disclosures, or allegations of peer-on-peer abuse in any form should be referred to the DSL using our child protection procedures as set out in this policy. Where a concern regarding peer-on-peer abuse has been disclosed to the DSL(s), advice and guidance will be sought from the Devon MASH and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted. Working with external agencies the school will respond to the unacceptable behaviour. If a student's behaviour negatively impacts on the safety and welfare of other students, then safeguards will be put in place to promote the well-being of the students affected and the victim and perpetrator will be provided with support.

We take all reports seriously and reassure all alleged victims and perpetrators with care, empathy and a focus on providing support and guidance rather than seeking to criminalise or punish students. We always engage with statutory agencies and seek proactive support and interventions from partners across the community depending upon the need, stage and developmental requirements of the specific students involved in any particular incident.

25.   Youth produced sexual imagery (sexting)[15]

The practice of children sharing images and videos via text message, email, social media, or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

Youth produced sexual imagery refers to both images and videos were.
- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'[16], and 'Sharing nudes and semi-nudes: how to respond to an incident.'[17]

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

If a member of staff becomes aware of an incident involving youth produced sexual imagery, they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy, or print the youth produced sexual imagery.

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to the Devon MASH or the Police as appropriate.

Immediate referral at the initial review stage should be made to the Devon MASH/Police if:
- The incident involves an adult.
- There is good reason to believe that a young person has been coerced, blackmailed, or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs).

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[15] Youth refers to anyone under the age of 18
[16] Sexting in schools and colleges
[17] Sharing nudes and semi-nudes: how to respond to an incident (UCKIS)

- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent.
- The imagery involves sexual acts.
- The imagery involves anyone aged 12 or under.
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above apply then the DSL will use their professional judgement to assess the risk to students involved and may decide, with input from the Headteacher, to respond to the incident without escalation to the Devon MASH or the police. Such decisions will be recorded.

In applying judgement, the DSL will consider if:
- there is a significant age difference between the sender/receiver.
- there is any coercion or encouragement beyond the sender/receiver.
- the imagery was shared and received with the knowledge of the child in the imagery.
- the child is more vulnerable than usual i.e., at risk.
- there is a significant impact on the children involved.
- the image is of a severe or extreme nature.
- the child involved understands consent.
- the situation is isolated or if the image been more widely distributed.
- there other circumstances relating to either the sender or recipient that may add cause for concern i.e., difficult home circumstances.
- the children have been involved in incidents relating to youth produced imagery before.

If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or Devon MASH. Otherwise, the situation will be managed within the school.

The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures.

26.   Lesbian, Gay, Transgender, Bisexual, Queer, Intersex, Questioning or Asexual

We know that 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. These risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that 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.

We deliver a comprehensive curriculum, enhanced further by personalised provision that underlines the wider statutory requirements to teach that LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help students by preventing and quickly addressing any reports of homophobic, biphobic and transphobic bullying and abuse.

27.   Allegations against staff

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction[18]. We understand that a student may make an allegation against a member of staff or staff may have concerns about another staff member. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher[19]. The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)[20] at the earliest opportunity and before taking any further action.

If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chief Executive Officer, who will consult the LADO as above, without notifying the Headteacher first. The school will follow the Trust and Devon procedures for managing allegations against staff, procedures set out in Keeping Children Safe in Education 2020 and the school's Managing Allegations policy and procedures. Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice

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[18] Refer to "Guidance for Safe Working Practice"

[19] Chief Executive Officer in the event of an allegation against the Headteacher

[20] Duty LADO 01392384964 or email childsc.localauthoritydesignatedofficersecure-mailbox@devon.gov.uk

of the LADO and an HR Consultant in making this decision. In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Trustees following relevant HR and LADO advice as above.

We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context which includes informing the local authority designated officer (LADO), as with any safeguarding allegation.

Staff, parents, and Trustees are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.

28.   Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO following the Whistleblowing Policy.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. 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.uk Whistleblowing re the Headteacher should be made to the Chair of the Trustee Board whose contact details are readily available to staff (as pertinent to setting).

29.   Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be recorded and signed by a witness. Staff who are likely to need to use physical intervention will be appropriately trained.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures. We recognise that touch is appropriate in the context or working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary. Further information about our physical intervention practice can be found in our 'Positive Handling Policy on our school website.

30.   Confidentiality, sharing information and GDPR

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the student and staff involved but also to ensure that information being released into the public domain does not compromise evidence. School and college staff should be proactive in sharing as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority children's social care.

Staff should only discuss concerns with the DSL, Headteacher or depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis. However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, Keeping Children Safe in Education (2020) emphasises that any member of staff can contact children's social care if they are concerned about a child. Child protection information will be stored and handled in line with the Data Protection Act 2018 [21] and HM Government Information Sharing and Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018

Information sharing is guided by the following principles:

- necessary and proportionate
- relevant
- adequate
- accurate
- timely
- secure

Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

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[21] The UK Data Protection Act 2018 (DPA 2018) is supplementary to the General Data Protection Regulation 2016 (the GDPR) and replaces DPA 1998.

31.   This policy also links to our policies on:

- Behaviour/Relationship Policy
- Staff Code of Conduct
- Whistleblowing
- Bullying
- Health & Safety
- Allegations against staff
- Parental concerns
- Attendance
- Curriculum

- Teaching and Learning
- Administration of medicines
- Relationships and Sex Education
- Physical intervention & Positive Handling
- E-Safety, including staff use of mobile phones
- Risk Assessment
- Recruitment and Selection
- Intimate Care
- Data Protection/GDPR Guidance

Appendix 1

Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse (including child sexual exploitation)
- Neglect

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-needing behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression and/or anxiousness
- Age-inappropriate sexual behaviour
- Child Sexual Exploitation
- Criminality
- Substance abuse
- Mental health problems
- Poor attendance

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence, or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g., belt marks, handprints or a hairbrush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures. There are grounds for concern if:
- The history provided is vague, non-existent, or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse. The indicators of emotional abuse are often also associated with other forms of abuse.
The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g., anxious, indiscriminate, or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a "loner" – difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about, and full account should be taken of the cultural sensitivities of any individual child/family. Recognition can be difficult unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g., for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia, or clothing

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g., adequate food, clothes, warmth, hygiene, and medical care
- A child seen to be listless, apathetic, and irresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Appendix 2

Sexual Abuse & Sexual Harassment

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate, or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers, or children. Staff should be vigilant to:

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

Developmental Sexual Activity

Encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional, and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour

Can be inappropriate socially, in appropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed. If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base. In order to determine the nature of the incident the following factors more fully should be given consideration. The presence of exploitation in terms of:

Equality – consider differentials of physical, cognitive, and emotional development, power and control and authority, passive, and assertive tendencies

Consent – agreement including all the following:

- Understanding that is proposed based on age, maturity, development level, functioning and experience
- Knowledge of society's standards for what is being proposed
- Awareness of potential consequences and alternatives
- Assumption that agreements or disagreements will be respected equally
- Voluntary decision
- Mental competence

Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality, or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide supported by The Brook Sexual Behaviours Traffic Light Tool or go to Southwest Child Protection Procedures (www.proceduresonline.com) choose Child Protection Procedures, scroll down to Safeguarding Practice Guidance.

Appendix 3

Exploitation (including Child Sex Exploitation, Child Criminal Exploitation and County Lines)

The following list of indicators is not exhaustive or definitive, but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual or criminal exploitation.

Signs include:

- going missing from home or school
- regular school absence/truanting
- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- online safety concerns such as youth produced sexual imagery or being coerced into sharing explicit images.
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Child Criminal Exploitation 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. County lines is a term used to describe gangs and organised criminal networks involved in the exporting of illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of 'deal line.'

Exploitation is an integral part of the county lines offending model with children and vulnerable adults being exploited to move (and store) drugs and money. The same grooming models used to coerce, intimidate, and abuse individuals for sexual and criminal exploitation are also used for grooming vulnerable individuals for county lines. 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 nonpenetrative 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.

For further information on signs of a child's involvement in sexual exploitation: Child sexual exploitation: guide for practitioners

For further information on County Lines: Criminal exploitation of children and vulnerable adults: county lines guidance

Appendix 4

Female Genital Mutilation (FGM): It is essential that staff are aware of FGM practices and the need to look for signs, symptoms, and other indicators of FGM. If a member of staff, in the course of their work, discovers that an act of FGM appears to have been carried out, the member of staff must report this to the Police. Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003 ("the 2003 Act"). It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.

Section 5B of the 2003 Act1 introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police. The duty came into force on 31 October 2015.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:
- Type 1 Clitoridectomy – partial/total removal of clitoris
- Type 2 Excision – partial/total removal of clitoris and labia minora
- Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4 all other procedures that may include: pricking, piercing, incising, cauterising, and scraping the genital area.

Why is it carried out?
Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK. Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia, and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings/schools/colleges act **without delay** and make a referral to children's services.

Appendix 5

Domestic Abuse (inc. Operation Encompass)

How does it affect children?

Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to serious long lasting emotional and psychological impact on children. In some cases, children may blame themselves for the abuse or may have had to leave the family home as a result.

What are the signs to look out for?

Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed, and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

What should I do if I suspect a family is affected by domestic abuse?

If you are concerned about a child, young person or adult in Devon please contact the **Devon Domestic Abuse Helpline on 0345 155 1074.**

PDAS-Devon Domestic Abuse Service is a charity delivering support services to women and young people experiencing the trauma of domestic abuse and sexual violence. **Telephone 0800 4582558**

National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, available 24hour a day 0808 2000 247 and its website offers guidance and support for potential victims.

Refuge: https://www.refuge.org.uk/

Operation Encompass helps police and schools work together to provide emotional and practical help for children. Police will inform the 'key adult' within school if they have been called to an incident of domestic abuse, where there are children in the household before registration the next day.

Appendix 6

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as:

   Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as:
   The demonstration of unacceptable behaviour by using any means or medium to express views which:
   - Encourage, justify, or glorify terrorist violence in furtherance of particular beliefs.
   - Seek to provoke others to terrorist acts.
   - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
   - Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Students may become susceptible to radicalisation through a range of social, personal, and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student / student is distanced from their cultural / religious heritage and experiences discomfort about their place in society.
- Personal Crisis – the student / student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- Personal Circumstances – migration; local community tensions; and events affecting the student / student's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- Unmet Aspirations – the student / student may have perceptions of injustice; a feeling of failure; rejection of civic life.
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration.
- Special Educational Need – students / students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters.
- Accessing violent extremist websites, especially those with a social networking element.
- Possessing or accessing violent extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.

- Justifying the use of violence to solve societal issues.
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour.
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

The Prevent duty ensures schools and colleges have 'due regard' to the need to prevent people from being draw into terrorism.

Channel is the voluntary, confidential support programme which focuses on providing support at an early stage to individuals that have been identified as being vulnerable to radicalisation. Prevent referrals may be passed to the multi-agency Channel panel to determine whether individuals require support.
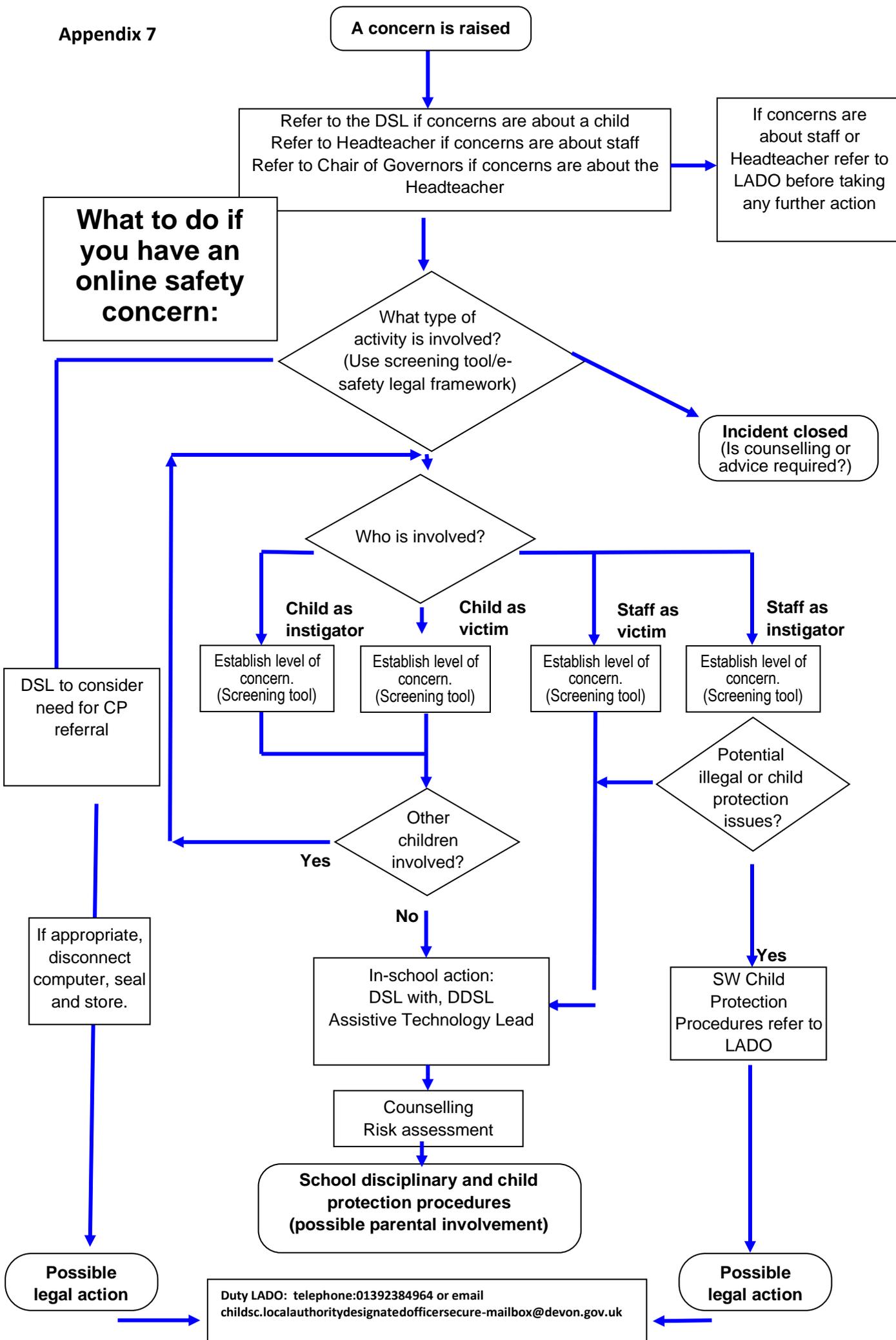
The Prevent Duty can be accessed via this link. (school specific para is 57-76)

Summary of The Prevent Duty for Schools and Childcare Providers (June 2015)

The Prevent Duty, for Further Education Institutions

Guidance on Channel https://www.gov.uk/government/publications/channel-guidance

Further information can be obtained from the Home Office website.

Appendix 7

A concern is raised

Refer to the DSL if concerns are about a child
Refer to Headteacher if concerns are about staff
Refer to Chair of Governors if concerns are about the Headteacher

If concerns are about staff or Headteacher refer to LADO before taking any further action

What to do if you have an online safety concern:

What type of activity is involved?
(Use screening tool/e-safety legal framework)

Incident closed
(Is counselling or advice required?)

Who is involved?

Child as instigator

Child as victim

Staff as victim

Staff as instigator

Establish level of concern. (Screening tool)

Establish level of concern. (Screening tool)

Establish level of concern. (Screening tool)

Establish level of concern. (Screening tool)

DSL to consider need for CP referral

Other children involved?

Yes

Potential illegal or child protection issues?

No

If appropriate, disconnect computer, seal and store.

In-school action:
DSL with, DDSL
Assistive Technology Lead

Yes

SW Child Protection Procedures refer to LADO

Counselling
Risk assessment

School disciplinary and child protection procedures (possible parental involvement)

Possible legal action

Duty LADO: telephone:01392384964 or email
childsc.localauthoritydesignatedofficersecure-mailbox@devon.gov.uk

Possible legal action

Early Help

[Early Help - Devon Safeguarding Children Partnership (devonscp.org.uk)](devonscp.org.uk)

Customer Service Centre: 0345 155 1071.

Police non-emergency 101

Out of Hours Service

Devon Out of Hours Service is an emergency social work team who provide social work intervention for children, young people and families who experience crisis at night, weekends or bank holidays, and who cannot safely wait until the next working day. They work closely with colleagues from police and the health service and can provide expert advice and intervention on any of the following issues:

- Children and young people, including relationship issues or concerns about physical, sexual and emotional abuse and neglect
- Children and adults with a disability
- Children and adults with Acute mental health problems
- Older people at risk

Emergency housing advice

Office hours for the Devon Out of Hours Service

- Monday to Friday 8pm to 8am
- Saturdays 9am -1pm
- 365 days per year, including all Bank Holidays
- Tel: 0345 600 0388. All phone calls are automatically recorded in case they are required for training and support.

For all LADO enquiries : tel:01392384964

Safeguarding
&
Child Protection
Protocols
2023

ACE Tiverton: Safeguarding Statement

We are committed to safeguarding and promoting the health, safety, and welfare of all our students and expect all staff, volunteers, and visitors to share this commitment. Under Section 11 of the Children's Act 2004 we have the responsibility to safeguard and promote our students' welfare; this responsibility complements Section 175 of the Education Act 2002. We listen to our students and take seriously what they tell us.

What do we do to make this happen?

- We train and support the whole staff team to ensure a deep awareness of how young people will be protected and safeguarded whilst part of our school community.
- We train and then check to be certain that all staff are fully aware of how to report any concerns over their protection, safeguarding and welfare.
- We have a clear statement of responsibility in relation to safeguarding as laid out in school policies.
- We evidence this responsibility in our day-to-day actions and through clear lines of accountability for reporting and recording concerns.
- We provide opportunities for all students to express their views, feelings, and opinions.
- We have recruitment procedures that support the safeguarding of young people, as laid out in our Recruitment policy and DBS Clearance procedure developing in line with a range of statutory national guidance.
- We work closely with other Agencies and Parents/Carers to support and safeguard the welfare of all young people in our community.
- We ensure that every visitor is correctly signed onto our site and supervised as required.
- We supply and enforce the wearing of relevant identification for all members of our community, visitors, contractors, and challenge those not displaying correct identification.

What do we do if there is a concern relating to students' safety, welfare, or health?

- Detailed statements and information are taken from anyone reporting a concern.
- Students are asked to identify a member of staff they feel comfortable talking with.
- Statements are taken from students, if appropriate.
- Information is assessed, and if necessary, a referral made to internal or external agencies for further actions.
- All incidents' reports are logged centrally using CPOMS and paper reporting if appropriate.
- On rare occasions, our concern about a student may mean that we will consult other agencies, even before contacting Parents or Carers.
- Our procedures have been outlined by the Devon Safeguarding Children's Partnership and we have adopted Safeguarding Policy and Practice in line with this.
- If you want to know more about our procedures or policies, please speak to the Headteacher.

Designated Safeguarding Lead: Julie Chatterton
Deputy Designated Safeguarding Leads: Stacy Fagg & Jo Panton
Level 3 Trained Staff :Sharna Causley, Emma Coombes, Becky Mannings & Kevin Morgan

We ask everyone in our school community to:

- ✓ Follow our Covid-safe protocols.
- ✓ Report any concern about a student or staff member, no matter how small.
- ✓ Behave in the most professional and appropriate way, including using appropriate language, throughout our school site.
- ✓ Follow instructions given in the case of a fire bell sounding or other emergency.
- ✓ Avoid using mobile 'phones, cameras, or other devices around students or in communal areas, unless previously agreed.
- ✓ Follow the agreed plan for your visit, remaining in the specific room and moving around the school using the one-way system and at times other than class change over times.

Report immediately, if a student or member of staff, says something to you that you think could be a safeguarding matter, listen carefully to them and avoid asking leading questions. Do not promise that it will remain confidential and write down what was said immediately, reporting to a member of the safeguarding team as soon as possible.

In the case of a fire, please alert a member of staff immediately; should the Fire Alarm sound during your visit, follow the signs to the closest external exit and report to the assembly point at the front of the school building.

What to do when you are concerned:

Recognise:

Why you concerned? What do you need to do about it?

Record & Report:

CPOMS: factual reports, accurate details, impact and voice of the student.

.

Reassure:

Listen and Support; facts only - avoid opinion or leading questions.

Respond:

Share information immediately with the safeguarding team

INCIDENT INVESTIGATION ACTIONS

The following actions should be undertaken by the member of staff leading on an incident investigation.

Order	Action	Comments
1	Incident reported – issue correct statements form then assign adults to statement taking, where possible, link preferred adults to specific students. Statements can be scribed but must be signed, dated, and initialled by the student and staff present.	Ensure students are seen separately and quiet rooms. The lead member of staff must not take statements and remain separate from the process.
2	Gather all statements and review them to identify further actions e.g., CCTV review or if further details from students or staff witnesses are required – all noted on incident summary sheet.	If CCTV is reviewed, ensure viewing log is signed.
3	Statements and all other information reviewed by lead staff member with reference to all relevant policy, processes, and procedures.	At least one other person from SLT should be in the reviewing discussion, unless by doing so they would compromise their role or other significant protocol.
4	Consideration is given to sourcing further external advice and guidance, if taken, these actions will be recorded on the incident summary form.	Specific external agencies have their own referral processes, these must be followed, and documentary evidence kept as part of the incident investigation process.
5	Outcome and decision about relevant next steps to be taken and recorded on the summary form.	This may include any restorative conversations, additional interventions or specific other actions linked to the Learning Family Leader, Pastoral Team, or Senior staff.
6	All relevant parties are communicated with including families, school staff and students involved in the incident as appropriate.	All paperwork should be uploaded onto Arbor or CPOMS, depending on the nature of the event and shared with the appropriate range of people. Contact and communication logs should record the conversations had with each group/person, as needed.

INCIDENT STATEMENT FORM

Use this format to take a statement from a student relating to the incident in question. If you are making a statement, as a member of staff please indicate below by circling the correct option in the first row.

Does this statement take from a student?	Yes No	Is this a statement made by a member of staff	Yes No
Date Statement made		Lead Staff for Incident	

Is this form being used to gather a statement from another person? If so, detail below:			

Student Name		Date of incident	
Staff Name		Location of incident	

What Happened?

Who was there?

What was said?

In what order did events happen? (to the best of your memory)	
First	
Then	
Next	
Finally,	

Is there anything else you would like us to know?	

Please read the statement back with the student or other person contributing. Check they are happy with the details and do not want to add anything additional. If they are happy, ask them to sign or initial below.

Student/Person making Statement	
Staff Member	
Date	

Please return to the lead member of staff collating incident details.
Remember your GDPR and confidentiality duties – do not discuss this with anyone other than the lead member of staff or members of the safeguarding team.

Incident Summary Form

This form is to be used by the lead member of staff collating statements and information relating to a particular event. This form, once completed and incident closed, should be added to the relevant electronic system (CPOMS or Arbor) as indicated below.

Lead Staff:			Date:

Actions Taken	Yes	No	Comments
			Student: **By Staff:**
Statements Taken			
Statements Reviewed			
CCTV viewed			
Lead Staff spoken with any participants in the incident?			
Further Advice sought by Lead staff?			
Other			
Outcome of incident			

	What	Who	When
Follow Up Supportive Actions			
Follow Up Consequences			

Actions Post Incident			
What	**Who**	**When**	**Completed?**
Speak to Student(s)			
Speak to Family (ies)			
Speak to staff member (s)			
Incident Review Needed?			
Gather all statements and other information.			

File Location	Arbor	CPOMS	Student File
Person 1			
Person 2			
Closing Incident			
Lead Staff Name		**Lead Staff Signature**	
Date			

Visitors Safeguarding Information

When you come into our school please:

- Sign in on the screen in front of the reception team. This will print you a visitor sticker which you will need to wear whilst you are on site.
- Any movement around the building during student hours, must be accompanied by a member of staff and only with prior agreement. Walking around unaccompanied whilst students are on site is not permitted.
- If you are moving around the building, please only stand in the doorway of any classroom you must visit, following the direction of the staff member accompanying you at all time or the class teacher.
- When leaving, please sign out at reception.
- You must switch your mobile phone off and not use it whilst on school grounds.
- Please do not bring any food containing nuts into our school as we have a student who has a severe nut allergy.

Code of Conduct

- Proof of ID will be requested
- Do not use profane or inappropriate language
- Dress appropriately
- Keep staff informed of where you are and what you are doing
- Never give your personal contact details to children or young people. Contact via Social Media is strictly prohibited

Child on Child: Definition

Child-on-child abuse is most likely to include, but may not be limited to: • bullying (including cyberbullying, prejudice-based and discriminatory bullying)

• abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')

 • physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)

 • sexual violence,6 such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence

. sexual harassment,7 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)

• upskirting,9 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

Keeping children safe in education - GOV.UK (www.gov.uk)

We recognise that, in contextualising our approach to peer-on-peer abuse, bullying and other forms of peer-to-peer conflict, all our students all have diagnosed and identified speech, language, communication and interaction needs. This does not excuse any actions within the definition of peer-on-peer abuse but our purpose as a school is to educate our students to operate successfully in the wider world. We hold a very clear view that Peer-On-Peer abuse, where the intention is to cause harm can and does happen amongst our student population and that their profile of need is not a reason to avoid acting clearly and effectively. We take all reports of any form of abuse, harassment, and conflict very seriously and consider the complete safeguarding picture relating to individual ad groups of students in determining the best next step. In line with our Family Relationship Policy, we work with families as well as appropriate external agencies to ensure our approach to these issues are just, appropriate, personalised, and suitable for the age and stage of our students.

We know that any form of conflict driven behaviour is harmful to both the perpetrator (who is a child) and the victim. Our approach focuses on harm reduction coupled with equipping students with healthy and appropriate strategies to identify their emotions, communicate them safely and effectively. This is alongside developing students' self-advocacy skills and sense of self-worth to ensure they are empowered to speak up, report any worries or concerns and that their views will be heard and taken seriously.

We teach across all year groups, throughout our Horizons curriculum, a full range of topics connected to peer-to-peer abuse and harmful sexual behaviour. This ensures that students understand and can identify any signs of peer-to-peer abuse or harmful sexual behaviour that they may experience, as well as anything they may hear or observe within their families or friendships groups. We follow the full RHSE curriculum. and further details can be found within our RSHE Policy, including curriculum content.

In line with our Positive Relationships Policy and as taught through Horizons and throughout the wider curriculum, we seek first to understand the experience of both the victim and the perpetrator and the events they have experienced. In line with our Family Relationship Policy, we engage with student's families whether victim, perpetrator, or witness to ensure the right support, guidance, and information in available at all times.

If a direct disclosure is received or reported observations relating to Peer-on-Peer abuse or Harmful Sexual Behaviour: What Actions Should Be Taken?

1	Staff must follow the reporting procedure for safeguarding concerns, having listened carefully, assured, and validated the student – report immediately to a member of the safeguarding team and complete a detailed written report on CPOMS of the content, the facts as reported by the student, time, place, and those present when the disclosure was made, or worries observed. We are aware that any notes, records, or other document including messages and emails we make will be part of any follow up actions or processes led by an external agency as we will provide all necessary information to ensure that effective and efficient actions can be taken.
2	A formal report will be taken, with at least two staff present (one from the safeguarding team and the other a student's preferred adult.
3	If the report includes an online element, staff will act in accordance with the advice for schools on searching, screening and confiscation as well as the UKCIS Sharing Nudes and Semi-Nudes Advice. In some cases, it may be appropriate to confiscate any devices to preserve evidence and hand them to the Police for inspection.
4	Staff will not promise confidentiality and will talk through who the report will be shared with, it will only be those necessary to progress it. We know the importance of ensuring all students – victims particularly – understand what the next steps will be and who the report will be passed to; It is important that the person to whom the student discloses recognises that they have been placed in a position of trust. They will be supportive and respectful of the student at all stages through the disclosure and any subsequent process that unfolds.
5	Following receipt of any report or worry related to Peer-to-Peer abuse or harmful sexual behaviour, the DSL (or deputy where appropriate) will undertake a risk assessment and consider the most appropriate initial response. This will include, but not be limited to: • the victim, especially their protection and support. • whether there may have been other victims, • the alleged perpetrator(s); and • all the other students, (and, if appropriate, adults, students, and staff) in our school community, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms
6	Additional considerations relating to harmful sexual behaviour and/or sexual harassment may include: • the wishes of the victim in terms of how they want to proceed which is especially important in the context of sexual violence and harassment. • Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with our duty and responsibilities to protect other students. • the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed. • the ages of the students involved. • the developmental stages of the students involved. • any power imbalance between the students. For example, is the alleged perpetrator(s) significantly older, more mature, or more confident? Does the victim have a disability or learning difficulty? • if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature). • that sexual violence and sexual harassment can take place within intimate personal relationships between peers. • are there ongoing risks to the victim, other students, adult, or school staff; and • other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.
7	Each report and incident, unless part of a significant pattern, will be assessed on individual merit and with reference to individual contexts. Immediate consideration will be given to how best support and protect the victim and alleged perpetrator as well as any linked students such as witnesses or siblings. The starting point regarding any report is always that we have a zero-tolerance approach to sexual violence and sexual harassment; it is never acceptable and has no place in our school family. We do not pass off any sexual violence or harassment as "banter", "just having a laugh", "part of growing up" or "girls being girls/boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for our students.
8	The options available to us include, but may not be limited to, the following. 1. **Internal Management**: in some cases of peer-on-peer abuse or sexual harassment, for example one off incidents or needs driven behaviour as communication, we may take the view, based upon the facts and big picture, that the students concerned are not in need of early help or other referrals to statutory services. Handling the report and

resultant actions may be best done through our pastoral and specialist support staff and services. Our response is driven by our values and zero tolerance to harassment, abuse or actions that intend to cause harm or are sustained and without reason. All concerns, discussions, decisions, and reasons for decisions should be recorded via our school systems.

2. **Early Help.** We may decide that the students involved do not require referral to statutory services but may benefit from early help referral. Early Help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. It can be particularly useful to address non-violent Harmful Sexual Behaviour and may prevent escalation of sexual violence. Our connections with Early Help, in the areas of Devon where our students live, are strong and we work closely with the Devon Team to undertake assessments, Team Around the Family meetings and other community support services. Early Help and the option to manage a report internally are not mutually exclusive: we may manage reports internally and seek early help for both the victim and perpetrator(s). All concerns, discussions, decisions, and reasons for decisions should be recorded via our school systems.

3. **Referrals to children's social care (CSC) via the Devon MASH.** Where a student has been harmed, is at risk of harm, or is in immediate danger, we will make a referral to the relevent CSC. At the point of referral to CSC, we will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of CSC. If a referral is made, CSC will then:
   a. make enquiries to determine whether any of the students involved need protection or other services.
   b. Where statutory assessments are appropriate, an appropriate member of our safeguarding team will work alongside, and cooperate with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator(s) and any other students that require support.
   c. We will not wait for the outcome (or even the start) of a CSC investigation before protecting the victim and other students involved. We will work closely with CSC to ensure any actions we take do not jeopardise a statutory investigation. The risk assessment in place for the individuals will help inform any decision. Consideration of safeguarding the victim, alleged perpetrator(s), any other students directly involved in the safeguarding report as well as all students in our school community.
   d. In some cases, CSC will review the evidence and decide a statutory intervention is not appropriate. We are always prepared to refer again if we believe the student(s) remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, we will consider other support mechanisms such as early help, specialist support and pastoral support.
   All concerns, discussions, decisions, and reasons for decisions should be recorded via our school systems.

4. **Reporting to the Police:** Any report to the police will generally be in parallel with a referral to CSC. We, as a safeguarding team remain up to date with the local processes for referring and reporting cases of suspected or actual Peer On Peer Abuse, Harmful Sexual Behaviour and other issues connected to these areas. Where a report of rape, assault by penetration or sexual assault is made, our starting point is that this will be reported to the Police. Where a report has been made to the police, we will work closely with them to agree what information can be disclosed to staff and others, in particular, the alleged perpetrator(s) and their parents or carers. We will also discuss the best way to protect the victim and their anonymity. At this stage, schools and colleges will generally inform parents or carers unless there are compelling reasons not to. In circumstances where parents or carers have not been informed, it will be especially important that the school or college is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies. It may become clear very quickly that the police (for whatever reason) will not take further action; we will continue to engage with specialist support for the victim and alleged perpetrator(s) as required. Whilst protecting students and /or taking any disciplinary measures against the alleged perpetrator(s), the named Lead Safeguarding Team member will work closely with the police and other agencies as required), to ensure any actions the school or college take do not jeopardise the police investigation. All concerns, discussions, decisions, and reasons for decisions should be recorded via our school systems.

		Considering Bail Conditions: The police will consider what action to take to manage the assessed risk of harm which could involve the use of police bail with conditions, alternatively, the person suspected of an offence could be 'released under investigation' (RUI). People released under RUI can have no conditions attached to their release from custody and it is possible for a person on bail also to have no conditions. Whatever arrangements are in place, we will need to consider what additional measures may be necessary to manage any assessed risk of harm that may arise within their school experience. Particular regard will be given to the additional stress and trauma that might be caused to the victim, the potential for the suspected person to intimidate the victim or a witness; our risk management measures will strike a balance between management of risk and the rights of an unconvicted person (e.g., rights to privacy, family life, etc). Throughout any risk assessment process and investigation, we will carefully liaise with the police to ensure the best balance of arrangements. All concerns, discussions, decisions, and reasons for decisions should be recorded via our school systems.
	5.	**Considering Malicious, Unsubstantiated, unfounded, or false reports: 453.** Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified, and addressed. If a report is determined to be unsubstantiated, unfounded, false, or malicious, we will consider whether the child and/or the person who has made the allegation needs help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to Early Help, CSC or other agencies may be appropriate. If a report is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the individual who made it as per our behaviour policy. All concerns, discussions, decisions, and reasons for decisions should be recorded via our school systems.
9	**Further Advice, Guidance and Resources:**	
	DfE: Keeping children safe in education - GOV.UK (www.gov.uk) **and Sexual Harassment and Harmful Behaviours In School** **NSPCC: NSPCC Learning: Protecting children from harmful sexual behaviour and NSPCC - Harmful sexual behaviour framework.** **StopItNow:- Preventing harmful sexual behaviour in children - Stop It Now provides a guide for parents, carers and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline.** **All concerns, discussions, decisions, and reasons for decisions should be recorded via our school systems.**	

A Quick 'What to Do' Guide for Key Areas

Area of Concern	Action	Record Keeping
Safeguarding	**Always** speak first to the most available member of the Safeguarding Team e.g., onsite duty staff, if offsite the Safeguarding Lead present.	Record the details of the events, responses, people involved, and actions taken on CPOMS.
Behaviour	**Always** address in the moment with the student using scripted phrases e.g.: Those words tell me you are feeling really upset/angry/annoyed – how can I help?" "I'm really curious – what's happened?" "I'm sorry you're feeling so XXXX – your 5-point scale tells me we should XXXX" **Always** leave with a reminder linked to our 3 R's e.g.: using words like that is not respectful to you or others – this is what we can do next time.	Speak with the teacher or adult the student is with as per their timetable. Record events on Arbor. Speak with the Teacher. If a student is being tracked for a specific purpose as communicated to staff through assessments/feedback – you must record the events on Arbor and include Teacher.
Attendance	**Always** take the register within five minutes of a lesson or check in/out session starting. Only use \ = present or N = if absent (with a note), L with number to indicate late. **Do not** overwrite codes already in the register.	Concerns about attendance will be raised by the Assistant Head teacher for student and family support with the Teacher. They will make contact, arrange an initial attendance conversation about attendance. If this does not induce improvement in attendance, the concern process will be followed, led by the Teacher, Assistant Head for student and family support in the first instance.
Rewards	**Always** add points via Arbor. Ensure Admin are included in any specific arrangements or reward agreements in place for individuals and groups.	Points are recorded directly onto Arbor.
Finance & Site	**Budget holders** can order placed onto our ordering system (PSF) via the Admin office. Any issues with site, no matter how small must be reported, please do not assume someone else will do it – we would rather get 100 reports than none.	All orders must have a PO number and suppliers must be approved, please do not make ad hoc arrangements without direct agreement from the Head Teacher. Site Issues: reported directly to Estates.
School Meals	All students and staff can have a school lunch, but it must be logged with the office as part of the morning check in process. .All staff must set up a school money account to enable lunches to be paid for.	Arbor is our 'go-to' system including school lunches, direct communications with home and other systems.
IT	Report all to DELT.	Use the DELT reporting portal for all IT issues for the quickest solutions; Service Portal - Service Portal (service-now.com)

	Safeguarding Terms		
The following gives an overview of key safeguarding events and what to do in the case of immediate risk and if you have concerns without an immediate risk of harm. In all case, staff MUST record details of the incident or concern on CPOMS prior to leaving site for the day or earlier if directed by the Safeguarding Lead for the individual case.			
Full Term	**Definition** *"The best safeguard is an environment of overall excellence" "People Like Us": Utting Report 1997*	**What To Do: Immediate Risk**	**What To Do: Non-immediate Risk**
Contextual Safeguarding	We recognise that students' risk of experiencing significant harm in extra-familial contexts, and seek to include these contexts within prevention, identification, assessment, and intervention safeguarding activities.		
Child Sexual Exploitation (CSE)	Child sexual exploitation (CSE) is a type of sexual abuse. When a child or young person is exploited, they're given things, like gifts, drugs, money, status and affection, in exchange for performing sexual activities. Children and young people are often tricked into believing they are in a loving and consensual relationship. This is called grooming	Inform Safeguarding Team	
Female Genital Mutilation (FGM)	The practice, traditional in some cultures, of partially or totally removing the external genitalia of girls and young women for nonmedical reasons. It is illegal in many countries.	Dial 999	Inform DSL & dial 101
Peer on Peer Abuse	Peer-on-peer abuse includes but is not limited to; physical and sexual abuse, sexual harassment and violence emotional harm, on and offline bullying; teenage relationship abuse. It can even include grooming children for sexual and criminal exploitation.	Inform Safeguarding Team	
Harmful Sexual Behaviour (HSB)	Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people, and which may be harmful or abusive (derived from Hackett, 2014). It may also be referred to as sexually harmful behaviour or sexualised behaviour.	Inform DSL - contact 101 to check whether criminal act has taken place.	Inform DSL
Sexualised Behaviour	A child preoccupied with sexual behaviour, such as persistently wanting to touch their own and/or others' genitals and is resistant to redirection.	Inform DSL	
Upskirting	The action or practice of surreptitiously taking photos or videos at an angle so as to see up a woman's skirt or dress.	Inform DSL	Dial 999
Extremism	The holding of extreme political or religious views; fanaticism.	Dial 999.	Inform DSL
PREVENT	Prevent is about safeguarding and supporting those vulnerable to radicalisation. Prevent is 1 of the 4 elements of CONTEST, the Government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism	Inform Safeguarding Team	
County Lines	A form of criminal exploitation where urban gangs persuade, coerce or force children and young people to store drugs and money and/or transport them to suburban areas, market towns and coastal towns	Inform Safeguarding Team – seek advice from 101	
Cuckooing	A practice where people take over a person's home and **use the property to facilitate exploitation**.	Inform Safeguarding Team – seek advice from 101	
Early Help Assessment (EHA)	An initial assessment and planning tool that facilitates and coordinates multi-agency support. It assesses the situation of the child or young person and their family and helps to identify the needs of both the children and the adults in the family.	Refer to Assistant Head for Student and Families	
Team Around the Family (TAF)	A network of practitioners who work together to agree a plan and delivery of support to meet a child or young person's assessed needs, and to some extent, needs of the family where these impact on the child or young person	Refer to Assistant Head for Student and Families	
Multi-Agency Safeguarding MASH (Devon MASH)	A group of key professionals (Police, CSC, Health) together to facilitate early, better quality information sharing, analysis and decision-making, to safeguard and mitigate the risk of anyone slipping through the safeguarding net,	Anyone can refer to the Devon MASH however please engage the Safeguarding Team into any referral involving a student.	

Our Safeguarding Team

Julie Chatterton Designated Safeguarding Lead	
Stacy Fagg Deputy Designated Safeguarding Lead	
Joanna Panton Deputy Designated Safeguarding Lead	
Kevin Morgan Safeguarding Team	
Sharna Causley Safeguarding Team	
Becky Mannings Safeguarding Team	

Worried? 😟 **Concerned?** 🧍 **Got Questions? Want to Talk?** 💬 **Need Information?** ℹ️

You can talk to any member of staff or contact the following:

Your family and friends are good places to get support but if you think there is an immediate risk of harm, please do not keep it to yourself.

Talk to any adult in our school family – we will help you. If you do not how to start, just use the word "TREE" and we will know you are worried.

If you want to get confidential or anonymous (no one asks your name) help, these organisations can help.

Shout is a free, anonymous text based talking service. You can text 85258 and someone will reply.	**shout 85258**
Childline can be contacted via a free phone number: 08001111. There is also a website childline.org.uk.	**childline** ONLINE, ON THE PHONE, ANYTIME
Young Minds is online, social media and free texts: send YM to 85258 and you will be contacted by text.	**YOUNGMiNDS**

Multi Agency Safeguarding Hub: 0345 155 1071

Appendix 10: 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:
NSPCC: http://www.nspcc.org.uk/
Childline: http://www.childline.org.uk/pages/home.aspx
Anti-Bullying Alliance: http://anti-bullyingalliance.org.uk/
Beat Bullying: http://www.beatbullying.org/
Child net International making the internet a great and safe place for children. Includes resources for professionals and parents http://www.childnet.com/
Think know (includes resources for professionals and parents) https://www.thinkuknow.co.uk/
Safer Internet Centre http://www.saferinternet.org.uk/
Transgender http://www.mermaidsuk.org.uk/
Schools' transgender toolkit
Intercom trust transgender guidance
Abuse: Supporting practice in tackling child sexual abuse - CSA Centre 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 (HO)
Faith based abuse: National Action Plan - DfE advice
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 absent 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 HM Prison and Probation Service
Child Exploitation
Trafficking: safeguarding children - DfE and Home Office guidance
Care of unaccompanied and trafficked children – 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
Confidentialit*y*
Gillick competency Fraser guidelines - Guidelines to help with balancing children's rights along with safeguarding responsibilities.
Drugs
Drug strategy 2021 - Home Office strategy
Information and advice on 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 students 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 MASH - Information to help schools and colleges comply with UK data protection legislation including UK GDPR.
Online safety-advice
Childnet provide guidance for schools on cyberbullying
Educateagainsthate provides practical advice and support on protecting children from extremism and radicalisation
London Grid for Learning provides advice on all aspects of a school or college's online safety arrangements
NSPCC E-safety for schools provides advice, templates, and tools on all aspects of a school or college's online safety arrangements
Safer recruitment consortium "guidance for safe working practice", which may help ensure staff behaviour policies are robust and effective

Searching screening and confiscation is departmental advice for schools on searching children and confiscating items such as mobile phones

South West Grid for Learning provides advice on all aspects of a school or college's online safety arrangements

Use of social media for online radicalisation - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq

Online Safety Audit Tool from UK Council for Internet Safety to help mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring

Online safety guidance if you own or manage an online platform DCMS advice

A business guide for protecting children on your online platform DCMS advice

UK Safer Internet Centre provide tips, advice, guides and other resources to help keep children safe online

Online safety- Remote education, virtual lessons and live streaming

Case studies for schools to learn from each other

Guidance Get help with remote education resources and support for teachers and school leaders on educating students and students

Departmental guidance on safeguarding and remote education including planning remote education strategies and teaching remotely

London Grid for Learning guidance, including platform specific advice

National cyber security centre guidance on choosing, configuring and deploying video conferencing

UK Safer Internet Centre guidance on safe remote learning

Online Safety- Support for children

Childline for free and confidential advice

UK Safer Internet Centre to report and remove harmful online content

CEOP for advice on making a report about online abuse

Online safety- Parental support

Childnet offers a toolkit to support parents and carers of children of any age to start discussions about their online life, and to find out where to get more help and support

Commonsensemedia provide independent reviews, age ratings, & other information about all types of media for children and their parents

Government advice about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying

Internet Matters provide age-specific online safety checklists, guides on how to set parental controls, and practical tips to help children get the most out of their digital world How Can I Help My Child? Marie Collins Foundation – Sexual Abuse Online

Let's Talk About It provides advice for parents and carers to keep children safe from online radicalisation

London Grid for Learning provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online

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

Net-aware provides support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games

Parentzone provides help for parents and carers on how to keep their children safe online

Talking to your child about online sexual harassment: A guide for parents – This is the Children's Commissioner's parent guide on talking to your children about online sexual harassment

#Ask the awkward – Child Exploitation and Online Protection Centre guidance to parents to talk to their children about online relationships

Private fostering

Private fostering: local authorities - DfE statutory guidance

Radicalisation

Prevent duty guidance- Home Office guidance

Prevent duty: additional advice for schools and childcare providers - DfE advice

Educate Against Hate website - DfE and Home Office advice

Prevent for FE and Training - Education and Training Foundation (ETF)

Extremism and Radicalisation Safeguarding Resources – Resources by London Grid for Learning

Serious Violence

Serious violence strategy - Home Office Strategy

Factors linked to serious violence and how these factors can be used to identify individuals for intervention – Home Office

Youth Endowment Fund – Home Office

Gangs and youth violence: for schools and colleges - Home Office advice

Tackling violence against women and girls strategy- Home Office strategy

Violence against women and girls: national statement of expectations for victims - Home Office guidance

Sexual violence and sexual harassment

Specialist Organisations

Barnardo's - UK charity caring for and supporting some of the most vulnerable children and young people through their range of services.

Lucy Faithful Foundation - UK-wide child protection charity dedicated to preventing child sexual abuse. They work with families affected by sexual abuse and also run the confidential Stop it Now! Helpline.

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

[NSPCC](#) - Children's charity specialising in child protection with statutory powers enabling them to take action and safeguard children at risk of abuse.

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

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

Harmful sexual behaviour

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

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

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

[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](#) - Provide and signpost to a range of services to support people who have experienced rape, child abuse or any kind of sexual violence.

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

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

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

Toolkits

[ask AVA](#) - The Ask AVA prevention platform has been created to support education practitioners across the UK to develop and deliver a comprehensive programme to stop Violence Against Women and Girls.

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

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

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

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

[Contextual Safeguarding Network](#) – self-assessment toolkit for schools to assess their own response to HSB.

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

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

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

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

[Contextual Safeguarding Network – Beyond Referrals - Schools](#) levers for addressing HSB in schools.

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

NCA CEOP [Thinkuknow:](#) Advice/resources on how to deal with concerns about what children may be doing online including advice on how to help challenge harmful sexual attitudes and start a conversation to [support positive sexual behaviour.](#)