Child Protection and Safeguarding Policy and Procedures



Ellesmere College

Veale Wasbrough Vizards

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1. **Policy Statement**

1.1 The College's Child Protection and Safeguarding Policy and Procedures (**Policy**) complies with the statutory guidance *Keeping Children Safe in Education September 2026* and *Working Together to Safeguard Children 2026*, *Disqualification under the Childcare Act 2006 (updated 2018)* and *Revised Prevent Duty Guidance for England and Wales 2015 (updated April 2021)* and:

1.1.1 has been authorised by the Governing Body of the College;

1.1.2 is published on the College website and available in hard copy to parents on request;

1.1.3 can be made available in large print or other accessible format if required; and

1.1.4 its procedures apply wherever staff, Governors or volunteers are working with pupils even where this is away from the College, for example an educational visit.

1.2 Every pupil should feel safe and protected from any form of abuse. The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Safeguarding and promoting the welfare of children is everyone's responsibility. Staff are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. Everyone who comes into contact with children should consider, at all times, what is in the best interest of the child. Children includes everyone under 18.

The College will take all reasonable measures to:

1.2.1 ensure that we practise safer recruitment in checking the suitability of staff, Governors and volunteers (including staff employed by another organisation) to work with children and young people in accordance with: the guidance given in *Keeping Children Safe in Education September 2026*; *Disqualification under the Childcare Act 2006 (updated 2018)*; *the Education (Independent School Standards) Regulations 2014 (as amended)*; and *the National Minimum Standards for Boarding Schools 2022*. See also the College's separate Safer Recruitment Policy;

1.2.2 ensure that where staff from another organisation are working with our pupils on another site, we require written confirmation that appropriate safer recruitment checks and procedures have been completed on those staff;

1.2.3 follow the local inter-agency procedures of the Shropshire Safeguarding Partnership in line with statutory guidance Working Together to Safeguard Children 2026. Locally, the three safeguarding partners (the local authority; an integrated care board for an area any part of which falls within the local authority area and the chief officer of police for an area any part of which falls within the local authority area will make arrangements to work together as a team to safeguard and promote the welfare of all children in a local area; include and develop the role of wider local organisations and agencies.

1.2.4 be alert to signs of abuse both in the College and from outside and to protect each pupil from any form of abuse, whether from an adult or another pupil;

1.2.5 deal appropriately with every suspicion or complaint of abuse and to support children who have been abused in accordance with his/her agreed child protection plan;

1.2.6 design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations;

1.2.7 be alert to the needs of children with physical and mental health conditions. All staff should be aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. If a child is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs which education staff are well placed to recognise. These could include:

- significant changes in behaviour,
- ongoing difficulty sleeping,
- withdrawing from social situations,
- not wanting to do things they usually like, and
- physical signs of self-harm or neglecting themselves

1.2.8 operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol and substance misuse;

1.2.9 assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area;

1.2.10 identify children who may be susceptible to radicalisation, and know what to do when they are identified;

1.2.11 teach pupils about safeguarding, for example through use of online resources, through the curriculum and PSHE https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health together with guidance on adjusting behaviour to reduce risks including the safe use of electronic devices and the internet, building resilience to protect themselves and their peers, and information about who they should turn to for help (see also the College's policies on the acceptable use of ICT and e-safety); Examples of external resources drawn on are:

- DfE advice for schools: Teaching online safety in schools
- The Oak National Academy have produced classroom resources to support teaching of the updated curriculum: Free, time-saving teacher resources/Oak National Academy
- UK Council for Internet Safety (UKCIS)38 guidance: Education for a connected world
- UKCIS guidance: Sharing nudes and semi-nudes advice for education settings working with children and young people
- The UKCIS External visitors guidance will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors
- National Crime Agency's CEOP Education Programme Protecting children and young people from online child sexual abuse through education. Including PSHE

Association accredited lesson plans and resources aligned to the RSHE curriculum, regular e-bulletins on new and emerging threats and training for professionals on online child sexual abuse

- Public Health England39: Every Mind Matters and
- Harmful online challenges and online hoaxes - this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support.

1.2.12 Teach pupils about online safety as part of safeguarding. Online safety can be categorised into four areas of risk:

- content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories,
- contact: being subjected to harmful online interaction with other users or generative AI applications that simulate this; for example: peer to peer 39 Public Health England: has now been replaced by the UK Health Security Agency and the Office for Health Improvement and Disparities (OHID), which is part of the Department of Health and Social Care, and by the UK Health Security Agency, however branding remains unchanged. 45 pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes,
- conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, including those generated using AI and online bullying, and
- commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/)

1.2.13 Provide remote education advice to help keep pupils, students and staff safe whilst learning remotely is as follows: Safeguarding and remote education - GOV.UK (www.gov.uk) and Providing remote education: guidance for schools - GOV.UK (www.gov.uk)

1.2.14 Governing bodies and proprietors should ensure online safety is a running and interrelated theme whilst devising and implementing their whole school or college approach to safeguarding and related policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead (and deputies) and any parental engagement.

1.2.15 Guidance to support schools and colleges to understand safety considerations and legal responsibilities if they choose to use Generative AI (either teacher-facing or pupil-facing) can be found at Generative artificial intelligence in education

1.2.16 To complement this, the department, in partnership with the Chiltern Learning Trust and Chartered College of Teaching, have published online resources to help school and college staff to use AI safely and effectively. Module 3 provides important information on identifying and mitigating key risks associated with safeguarding, ethics, data protection, and intellectual property.

1.2.17 take all practicable steps to ensure that College premises are as secure as circumstances permit;

1.2.18 consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in the College or in the local area; and

1.2.19 have regard to regulations and standards issued by the Secretary of State for Education (DfE) in accordance with section 94 of the *Education and Skills Act 2008* and sections 29 and 38 of the *Counter-Terrorism and Security Act 2015* and associated regulations.

1.3 *Keeping Children Safe in Education September 2026* defines safeguarding and promoting the welfare of children as:

- providing help and support to meet the needs of children as soon as problems emerge;
- protecting children from maltreatment, whether that is within or outside the home, including online;
- preventing the impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

The Prevent Duty Guidance for England and Wales emphasises that the duty to have due regard to the need to prevent children from being drawn into terrorism is an aspect of safeguarding. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

1.3.1 Visiting speakers should be suitably vetted so as not to expose pupils to ideology that might fall within the scope of the Prevent duty.

1.4 *The Childcare (Disqualification) Regulations 2009* place additional requirements on the College if the post holder is to work in early years' provision, later years' provision (children who have not attained the age of 8) or are directly concerned in the management of such early or later years' provision.

These staff need to complete the College's Disqualification Declaration Form, see Appendix 5b.

1.5 **Related policies**

1.5.1 This following policies and procedures are also relevant to the College's safeguarding practices:

(a) Staff Code of Conduct

(b) Whistleblowing Policy

(c) Safer Recruitment Policy

(d) Anti-bullying Policy

(e) E-safety and Acceptable Use of ICT Policy

(f) Missing Pupil Policy

(g) Policy on the administration of medicines and supporting pupils with medical conditions

(h) Pupil Behaviour Policy

(i) Safeguarding response to children missing education and absent from education – See section 4.5

1.5.2 These policies are available to staff on the College's intranet and hard copies are available on request.

2. The Designated Safeguarding Lead

2.1 The College's Governing Body has appointed a member of staff of the College's Senior Leadership Team (SLT) team with the necessary status and authority (Designated Safeguarding Lead) to be responsible for matters relating to child protection and welfare.

2.2 The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

2.3 The Designated Safeguarding Lead shall be given the time, funding, training, resources and support to enable him/her to support other staff on safeguarding matters, to contribute to strategy discussions and/or inter-agency meetings and to contribute to the assessment of children.

2.4 Parents are welcome to approach the Designated Safeguarding Lead (who is also the Senior Deputy Head) if they have any concerns about the welfare of any child in the College. If preferred, parents may discuss concerns in private with the child's form teacher, Housemaster/mistress, Head of Lower School, Middle School or Sixth Form, who will notify the Designated Safeguarding Lead in accordance with these procedures.

2.5 The name and contact details of the Designated Safeguarding Lead are set out in the College Contacts list at the front of this Policy. The main responsibilities of the Designated Safeguarding Lead are set out in Appendix 1.

2.6 During term time, the designated safeguarding lead and/or deputies should always be available (during College hours) for staff in the College to discuss any safeguarding concerns.

2.7 If the Designated Safeguarding Lead is unavailable, her duties will be carried out by the most appropriate Deputy on the Safeguarding Team. In this Policy, reference to the Designated Safeguarding Lead includes the team of Deputy Designated Safeguarding Leads where the Designated Safeguarding Lead is unavailable.

2.8 Whilst the activities of the designated safeguarding lead can be delegated to his/her appropriately trained deputy, the ultimate **lead responsibility** for safeguarding and child protection as set out in Appendix 1, remains with the designated safeguarding lead. This responsibility will not be delegated.

2.9 The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children 2026. NPCC- When to call the police should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

3. **Duty of staff, Governors and volunteers**

3.1 All staff, Governors and volunteers of the College are under a general legal duty:

3.1.1 to protect children from abuse;

3.1.2 to be aware of the terms and procedures in this Policy and to follow them;

3.1.3 to know how to access and implement the procedures in this Policy, independently if necessary;

3.1.4 to keep a sufficient record of any significant complaint, conversation or event in accordance with this Policy; and

3.1.5 to report any matters of concern in accordance with this Policy.

3.2 All College Staff, Governors and volunteers at the College are under a legal duty of disclosure and are required to complete the declaration form at Appendix 8. All College staff, Governors and volunteers are required to immediately notify the College if:

3.2.1 subject to any change in circumstances that affects right to work in the UK;

3.2.2 barred from working with children or vulnerable adults;

3.2.3 the subject of a referral to the Disclosure and Barring Service or any successor body;

3.2.4 the subject of any referral to, or a sanction, restriction or prohibition issued by, a regulator of the teaching profession in the UK or any other country;

3.2.5 the subject of a referral to, or proceedings before, the Department for Education or other appropriate authority where consideration was given to imposing a direction under section 128 of the *Education and Skills Act 2008*;

3.2.6 the subject of any change in circumstances which has or may result in being disqualified from providing childcare in connection with early or later years provision or from being directly involved in its management;

3.2.7 investigated, arrested, charged or convicted of any criminal offence;

3.2.8 subject to an investigation for any allegation of a disciplinary nature at any other employer or organisation as a volunteer; or

3.2.9 in receipt of a police caution, reprimand or warning, or if there is a formal child protection investigation of you or any member of your household

3.3 All staff should be aware of the process for community-based Family Help assessments:

- the criteria, including the level of need, for when a case should be referred to Family Help support and services provided at:
    - Targeted early help level (under sections 10 and 11 of the Children Act 2004), and

    - Statutory services delivered under section 17 of the Children Act 1989 (children in need, including how this applies for disabled children)
- the criteria, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under Section 47 of the Children Act 1989 (reasonable cause to suspect a child is suffering or likely to suffer significant harm)
    - Section 31 of the Children Act 1989 (care and supervision orders), and
    - Section 20 of the Children Act 1989 (duty to accommodate a child)
- and clear procedures and processes for cases relating to:
    - the abuse, neglect, and exploitation of children
    - children managed within the youth secure estate
    - disabled children

3.3.1 Any child may benefit from family help, but College staff should be particularly alert to the potential need for family help for a child who:

• is disabled or has certain health conditions and has specific additional needs

• has special educational needs (whether or not they have a statutory Education, Health and Care plan)

• has a mental health need

• is a young carer

• is pregnant and/or is a parent themselves

• has exhibited early signs of abusive, violent and/or harmful behaviours

• is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines

• is frequently missing/goes missing from education, home or care

• has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit 12

• is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation

• is at risk of being radicalised into terrorism

• has a parent or carer in custody, or is affected by parental offending

• is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse

• is misusing alcohol and other drugs themselves

• is at risk of honour or faith-based abuse such as Female Genital Mutilation or Forced Marriage, and

• is a privately fostered child.

3.4 If children do not require the support of statutory children's services, the designated safeguarding lead (or a deputy) will generally lead the liaison with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in carrying out this assessment, in some cases acting as the lead practitioner. Further guidance on effective assessment of the need for Family Help can be found in Working together to Safeguard Children Any such cases should be kept under constant review and consideration given to a referral to local authority children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse. Alternatively, qualified lead practitioners (i.e. not a social worker) who may lead assessments before statutory intervention can continue to lead work with families up to and including section 17.

3.5 The Governing Body ensures that the College's safeguarding arrangements take into account the procedures and practice of the Shropshire Safeguarding Partnership. The Governing Body has nominated one of its members to take leadership of the College's safeguarding arrangements on behalf of the Board and to liaise with external agencies where this is required, including in the event of allegations of abuse made against the Head or a member of the Governing Body. The Nominated Safeguarding Governor is Dr Julie Scanlon.

3.6 The Governing body ensures that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge 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. Their training will be regularly updated.

3.7 The Governing body will be aware of their obligations under the *Human Rights Act 1998*[1], the *Equality Act 2010*[2], (including the Public Sector Equality Duty[3]), and their local multi-agency safeguarding arrangements[4].

3.8 As children get older, some sports are typically taught and played in singlesex groups. The Equality Act 2010 contains an exception in relation to single-sex sport. It applies to participation in any sport or game, or activity of a competitive nature, where the physical strength, stamina or physique of the average girl would put her at a disadvantage in competition with the average boy (or vice versa). This means that schools and colleges can separate children according to their biological 26 Schools should be informed by guidance from National Governing Bodies on safe and fair operation of individual sports. 31 sex in these circumstances without discriminating unlawfully against them on the basis of their sex.

3.9 Some sports may need to be played in single-sex groups from a certain age to ensure children's safety, and where this is the case there must be no exceptions. In other cases, schools or colleges may have adopted a policy of single-sex sports for reasons related to fairness.

3.10 Where there are no safety concerns and a child makes a request relating to how they participate, schools and colleges will need to consider the request in light of the advice on "considering requests for support with social transition". This means that the school or college would need to take into account all the relevant factors, including whether supporting social transition is overall

[1] Human Rights Act 1998 (legislation.gov.uk)
[2] Equality Act 2010 Advice for Schools
[3] The Public Sector Equality Duty is a legal requirement for schools and colleges that are public bodies. Public Sector Equality Duty (advice for schools)
[4] See KCSIE 2026 paragraphs 106-113 on multi-agency working

in the best interests of the child, as well as considering the impact on other children and the aim of creating safe and fair environments for children to participate in PE.

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

3.11.1 A designated teacher will be appointed by the Governors to promote the educational achievement of children who are looked after. The Governors will ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe. In particular they will ensure that the information they need in relation to the child's looked after status, his/her care arrangements and the levels of authority delegated to the carer by the authority looking after him/her is made available to them.

3.11.2 A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

3.12 The Governing body ensures that the College recognises that children with Special Educational Needs (SEN) and disabilities can face additional safeguarding challenges. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury are related to the child's disability without further exploration;
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- The potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in managing or reporting these challenges.
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or the consequences of doing so.

3.13 Alternative Provision

3.13.1 The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies and proprietors of these settings are aware of the additional risk of harm that their pupils may be vulnerable to. Schools should obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment (i.e. those checks that schools would otherwise perform on their own staff). This includes written confirmation that the alternative provider will inform the commissioning school of any arrangements that may put the child at risk (i.e. staff changes), so that the commissioning school can ensure itself that appropriate safeguarding checks have been carried out on new staff.

3.13.2 Schools should always know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. They should regularly review the alternative provision

placements they make. Reviews should be frequent enough (at least half termly) to provide assurance that the child is regularly attending and the placement continues to be safe and meets the child's needs. Where safeguarding concerns arise, the placement should be immediately 48 reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.

3.14 Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, the governing body will be doing all that they reasonably can to limit children's exposure to the risks from the school's IT system. As part of this process, the Governing body will ensure Ellesmere College has appropriate filters and monitoring systems in place and regularly review their effectiveness. They will ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. The Governing body will consider the age range of their children, the number of children, how often they access the IT system and the proportionality of costs verses safeguarding risks.

3.15 Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

3.15.1 Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

3.15.2 Where children need a social worker, this should inform decisions about safeguarding (for example, responding to being absent from education where there are known safeguarding risks) and about promoting welfare (for example considering the provision or pastoral and/or academic support, alongside action by statutory services).

3.16 Children who are lesbian, gay, bi or trans (LGBT) can be targeted by other children.

3.16.1 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.

3.16.2 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 as found in Sickbay and all DSLs.

3.16.3 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 schools counter homophobic, biphobic and transphobic bullying and abuse[5]. Within school these are the RSE resources, as well as support through pastoral staff, school policies and campaigns/raising awareness events.

3.17 Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils and can access a range of advice to help them identify children in need of extra

[5] https://www.stonewall.org.uk/ https://each.education/

mental health support, this includes working with external agencies. More information can be found in the mental health and behaviour in schools guidance,

3.17.1 Services available in Shropshire: https://shropshire.gov.uk/early-help/practitioners/childrens-mental-health-and-wellbeing/

- Kooth: for children & young people aged 11 and above.
- Beam: for children and young people of all ages and their parents.
- Access Team: More specialist mental health support can be gained via the Access Team for Young People and Families Mental Health Services (previously CAMHS).
- Professionals and staff working with children & young people can contact the Access Team for a consultation or advice on the most appropriate direction of support. The Access Team can be contacted by phoning 0300 124 0093.

3.17.2 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. The governing body should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

3.18 The Governing body should ensure there are appropriate policies and procedures (see 1.5.1) in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

3.19 **Training**: The governing body should ensure they facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems processes and policies should operate with the best interests of the child at their heart.

3.20 Where there is a safeguarding concern, the governing body and school leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place, and they should be well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

3.21 **Induction**

3.21.1 All staff, including temporary staff and volunteers, will be provided with induction training and a Staff Handbook that includes:

(i) this Policy;

(ii) information on Conduct at Work and Conduct Outside Working Hours, i.e. Staff Code of Conduct including the whistleblowing procedure;

(iii) the role, identity and contact details of the Designated Safeguarding Lead and his/her Deputy;

(iv) child protection training in accordance with Shropshire Safeguarding Partnership procedures;

(v) a copy of Part 1 of *Keeping Children Safe in Education September 2026* and Ellesmere's associated e-learning test; and

(vi) the online general awareness training module on Channel.

(vii) online safety

(viii) pupil behaviour policy

(ix) safeguarding response to children who go missing from education or are absent from education

3.21.2 **Child protection training**

(a) All staff including the Head will receive a copy of this policy and Part 1 of *Keeping Children Safe in Education September 2026*, and will be required to confirm that they have read these, as well as completing Ellesmere's associated e-learning test. SMT and those staff who work directly with children should read annex A.

(b) The Head and all staff members will undertake appropriate safeguarding child protection training which will be updated every 3 years and following consultation with the Shropshire Safeguarding Partnership. Training will include guidance on the duties of staff in relation to both children in need and children at risk of harm. In addition, all staff members will receive safeguarding and child protection updates as required, but at least annually.

(c) Staff development training will also include regular training on on-line safety (in line with the College's E-Safety and Acceptable use of ICT policy) and, where they have not been able to access other Prevent training assessed as appropriate for them by the College, the online general awareness training module on Channel.

(d) Additionally, the College will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalisation, child sexual exploitation, female genital mutilation, cyberbullying and mental health.

- guidance on Preventing and Tackling Bullying, Mental Health and Behaviour in Schools. The Mental Health and Behaviour in Schools guidance sets out how schools and colleges can help prevent mental health problems by promoting resilience as part of an integrated, whole school/college approach to social and emotional wellbeing, which is tailored to the needs of their pupils.

(e) The Governing Body should recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity will therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.

(f) The Nominated Safeguarding Governor will receive appropriate training to enable them to fulfil their safeguarding responsibilities.

3.21.3 **Designated Safeguarding Lead**

(a) The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads have undertaken child protection training and training in inter-agency working, and will attend refresher training at two-yearly intervals. For further details about the training of the Designated Safeguarding Lead, see Appendix 1. This is done via CPOMS, which informs deputy selected DSLs at all times to ensure continuity of safeguarding responsibilities, schools should implement robust cover arrangements for periods when the designated safeguarding lead is unavailable due to illness, leave, or other circumstances.

(b) Prevent duty training will be consistent with Home Office WRAP (Workshop to Raise Awareness of Prevent) training if available.

3.21.4 All training will be carried out in accordance with Shropshire Safeguarding Partnership procedures.

4. Procedures

4.1 Complaints of abuse

4.1.1 Every complaint or suspicion of abuse from within or outside the College will be taken seriously and action taken in accordance with this policy.

4.1.2 The child protection training provided to staff considers the types and signs of abuse staff should be aware of. Further details are set out in Appendix 2, the NSPCC website[6] and the HM government publication: *What to do if you are concerned a child is being abused – Advice for practitioners*[7].

4.1.3 If a member of staff has any concerns about a child's welfare or is concerned that a pupil may be suffering harm, the matter should be referred to the Designated Safeguarding Lead immediately.

4.1.3.1 Options will then include:

• managing any support for the child internally via the school or college's own pastoral support processes, including considering where doing so does not place the child at additional risk, whether the designated safeguarding lead (or a deputy) should inform parents or carers to further support the child's wellbeing,

• undertaking a family help assessment, or

• making a referral to statutory services, for example as the child could be in need, is in need or is suffering, or likely to suffer harm.

If a member of staff suspects or hears a complaint of abuse, the procedures set out in Appendix 3 must be followed immediately. See paragraph 4.3 and Appendix 4 for the procedures for dealing with allegations against staff and volunteers. See Appendix 6 for further information and procedures for referrals related to sexual violence and sexual abuse.

- It is important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend

[6] https://www.nspcc.org.uk

[7] https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

may make a report or a member of college staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. If staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.

4.1.4 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care and/or the police immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration.

4.1.5 All staff are particularly reminded:

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

(b) Normal referral processes must be used when there are concerns about children who may be at risk of being drawn into terrorism.

4.2 **Action by the Designated Safeguarding Lead**

4.2.1 On being notified of a complaint or suspicion of abuse, the action to be taken by the Designated Safeguarding Lead will take into account:

(a) the local inter-agency procedures of the Shropshire Safeguarding Partnership;
(b) where relevant, local information sharing protocols relating to Channel referrals;

(c) the nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence, including the identification of someone who may already be engaged in illegal terrorist-related activity, will always be referred to children's social care and, if appropriate, the police;

(d) the child's wishes or feelings; and

(e) duties of confidentiality, so far as applicable.

4.2.2 If there is room for doubt as to whether a referral should be made, the Designated Safeguarding Lead will consult with children's social care on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral to children's social care will be made without delay (and in any event within 24 hours).

4.2.3 If the initial referral is made by telephone, the Designated Safeguarding Lead will confirm the referral in writing to children's social care within 24 hours. If no response or acknowledgment is received within three working days, the Designated Safeguarding Lead will contact children's social care again.

[8] https://www.gov.uk/government/publications/female-genital-mutilation-leaflet

4.2.4 In circumstances where a pupil has not suffered and is not likely to suffer significant harm but is in need of additional support from one or more agencies, the Designated Safeguarding Lead will liaise with children's social care and where appropriate an inter-agency assessment will take place, including use of the Common Assessment Framework and Team around the Child approaches, as necessary.

4.2.5 Where relevant, the College will co-operate with the Channel panel and the police in providing any relevant information so that each can effectively carry out its functions to determine whether an individual is susceptible to being drawn into terrorism. The College will respond to requests for information from the police promptly and in any event within five to ten working days. This will all need to be in line with the College's Data Protection Policy.

4.3 **Dealing with allegations against staff, Governors and volunteers**

4.3.1 The College has procedures for dealing with allegations against staff, Governors and volunteers who work with children that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. These procedures are set out in Appendix 4 and follow Part 4 of *Keeping Children Safe in Education September 2026*.

4.3.2 The local authority has designated a particular officer, or team of officers, to be involved in the management and oversight of allegations against people that work with children (designated officer(s) or LADO). The LADO will be informed immediately and in any event within one working day of all allegations against staff, Governors and volunteers that come to the College's attention and appear to meet the criteria set out in paragraph 1 of Appendix 4.

4.3.3 Detailed guidance is given to staff and volunteers to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. This guidance is contained in the Staff Handbook and includes detail of additional safeguarding arrangements where staff engage in one-to-one teaching and meetings with pupils.

4.3.4 Staff and volunteers should also feel able to follow the College's separate Whistleblowing Policy to raise concerns about poor or unsafe safeguarding practices at the College, potential failures by the College or its staff to properly safeguard the welfare of pupils or other wrongdoing in the workplace that does not involve the safeguarding and welfare of children.

4.3.5 Where staff feel unable to raise an issue with their employer or feel that their genuine concerns are not being addressed other whistle blowing channels are open to them: The NSPCC whistleblowing helpline 0800 0280285 8am-8pm, Monday-Friday, email help@nspcc.org.uk or the National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London, EC2A 3NH.

4.4 **Allegations against pupils**

4.4.1 All staff should be aware that children are capable of abusing their peers. This can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports. (See Anti-Bullying Policy), including (see Appendix 2)

(a) Physical abuse

(b) Sexual violence and harassment

(c) Sexting Sharing nudes and semi-nudes: advice for education settings working with children and young people – GOV.UK (www.gov.uk)

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

4.4.3 Allegations against pupils should be reported in accordance with the procedures set out in this Policy. A bullying incident will be treated as a child protection concern if there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. A pupil against whom an allegation of abuse has been made may be suspended from the College during the investigation and the College's policy on behaviour, discipline and sanctions will apply.

4.4.4 The College will take advice from children's social care on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse.

4.4.5 If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the College will ensure that, subject to the advice of children's social care, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's Education Guardian will be requested to provide support to the pupil and to accommodate him/her if it is necessary to suspend him/her during the investigation.

4.4.6 Where an allegation is made against a pupil, both the victim and the perpetrator will be treated as being at risk and safeguarding procedures in accordance with this Policy will be followed.

4.5 Missing child and children missing from education, or absent from education procedures

With reference to 'Children missing in education Statutory guidance for local authorities' September 2016.

4.5.1 Missing Child

(a) All staff are informed of the separate procedure to be used for searching for, and if necessary, reporting, any pupil missing from school. The procedure includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing.

(b) Please see the College's separate Missing Pupil Policy for further details.

4.5.2 Children who are absent from education

Staff must report to the DSL, children who are absent from education for prolonged periods and/or on repeat occasions. This will also be picked up by the EWO who works with the College to identify such pupils. Absence from education can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation – particularly county lines.

The College must work with local authority children's services where school absence indicates safeguarding concerns and follows statutory guidance on school attendance Working together to improve school attendance

4.5.3 **Children Missing from Education**

(a) The College ensures that, where a pupil is removed from the Admission Register, the next school they are to attend is recorded. Where the next school is not disclosed by the parent or carer, the College notifies the local authority in which the pupil is resident. Shropshire LA should be contacted for advice and guidance if necessary (01743 254397).

(b) The College shall inform the applicable local authority (within which the pupil resides when not at the College) of any pupil (this is up to and including Year 11 pupils, but not Year 11 leavers at the end of the academic year) who is going to be deleted from the admission register where he/she:

(i) has been taken out of school by his/her parents and are being educated outside the school system e.g. home education;

(ii) has been certified by the College medical officer as unlikely to be in a fit state of health to attend the College before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the College after ceasing to be of compulsory school age;

(iii) is in custody for a period of more than four months due to a final court order and the College does not reasonably believe he/she will be returning at the end of that period;

(iv) has been permanently excluded;

(v) has been withdrawn from the College and we are unable to confirm the name of his/her new school.

(c) The applicable local authority must be notified as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. This will assist the local authority to:

(i) fulfil its duty to identify children of compulsory school age who are missing from education; and

(ii) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

4.5.4 The College shall inform the applicable local authority of any pupil who fails to attend the College regularly, or has been absent without the College's permission for a continuous period of 10 school days or more.

4.6 **Informing parents**

4.6.1 Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the Designated Safeguarding Lead will need to consult the LADO, children's social care and/or the police before discussing details with parents.

4.6.2 In relation to Channel referrals, the Designated Safeguarding Lead will consider seeking the consent of the pupil (or their parent/guardian) when determining what information can be shared. Whether or not consent is sought will be dependent on the circumstances of the case but may relate to issues such as the health of the individual, law enforcement or protection of the public.

4.6.3 See also Appendix 4 for details about the disclosure of information where an allegation has been made against a member of staff, volunteer or the Head of the College.

5. **Secure school premises**

5.1 The College will take all practicable steps to ensure that College premises are as secure as circumstances permit.

5.2 The College keeps a visitor's book at Reception. All visitors must sign in on arrival and sign out on departure and are kept under appropriate supervision whilst on College premises by a member of staff or appropriately vetted volunteer. All visitors will be given a name badge with the title 'Visitor' which must be clearly displayed and worn at all times whilst on the College premises.

5.3 All visitors to the boarding houses must report to the duty member of staff immediately on arrival, and must observe the necessity to be kept under sufficient staff supervision during their visit.

5.4 Parents who are picking up and delivering their child and belongings, do not constitute being a visitor and may enter the boarding House for these purposes.

6. **Regulations and safeguarding requirements relating to school premises**

Toilets

6.1 This section applies to schools, institutions within the "further education sector" as defined by the Further and Higher Education Act 1992 and 16-19 academies, all of which are covered by part 6 of the Equality Act 2010. This section does not apply to colleges that are not 16-19 academies and are outside the "further education sector" as defined by the Further and Higher Education Act 1992. These colleges may be covered by part 3 or 5 of the Equality Act 2010 and they should take independent legal advice on compliance, taking into account their safeguarding obligations and ensuring the provision of appropriate facilities for girls and boys that do not compromise their safety, comfort, privacy or dignity.

6.2 Schools must not allow children into toilets designated for the opposite biological sex. This includes where schools are responding to a request to support any degree of social transition for children who are questioning their gender.

6.3 Schools must provide separate toilets for boys and girls aged 8 and over (apart from where individual toilets are in a room that can be locked from the inside, intended for use by one pupil at a time). This is required by the School Premises (England) Regulations 2012 and the Education (Independent School Standards) Regulations 2014 which apply to both maintained schools, academies and independent schools and reflects schools' safeguarding obligations.

6.4 While colleges to whom this section applies are not subject to the same legal requirements, they should take the same approach as is taken in schools given that the same safeguarding considerations apply.

6.5 Therefore, if a gender-questioning child does not want to use the toilet designated for their biological sex, schools and colleges should consider whether they can provide an alternative toilet

facility, for example self-contained individual toilets, without compromising the provision of single-sex facilities. These alternative arrangements should not compromise the safety, comfort, privacy or dignity of the child, or of any other children.

6.6 It is important that schools and colleges keep a clear record of these situations, ensure they are communicated appropriately, and review them regularly.

6.7 Where a school or college provides mixed-sex toilets in addition to single sex toilets, schools and colleges should assess safeguarding risks and plan accordingly, for example, mixed-sex toilets should be in individual, lockable rooms and open directly onto public areas (e.g. a corridor).

Changing Rooms and Showers

6.8 This section applies to schools, institutions within the "further education sector" as defined by the Further and Higher Education Act 1992 and 16-19 academies, all of which are covered by part 6 of the Equality Act 2010. This section does not apply to colleges that are not 16-19 academies and are outside the "further education sector" as defined by the Further and Higher Education Act 1992. These colleges may be covered by part 3 or 5 of the Equality Act 2010 and they should take independent legal advice on compliance, taking into account their safeguarding obligations towards children and ensuring the provision of appropriate facilities for girls and boys that do not compromise their safety, comfort, privacy or dignity.

6.9 Schools must not allow a child, aged 11 years or older at the start of the school year, to undress in front of a child of the opposite biological sex. This is required by the School Premises (England) Regulations 2012 and the Education (Independent School Standards) Regulations 2014, which require maintained schools, academies and independent schools to provide suitable changing accommodation and showers for pupils who are aged 11 years or over at the start of the school year. This means that the changing accommodation and showers must be suitable for the pupils they are provided for, having regard to their ages, numbers, and sex and any special requirements they may have and is informed by the school's safeguarding obligations. When responding to a request to support any degree of social transition, a school must not allow a child access to changing rooms designated for the opposite sex.

6.10 While colleges to whom this section applies are not subject to the same legal requirements, they should take the same approach as is taken in schools given that the same safeguarding considerations apply.

6.11 If a gender-questioning child does not want to use the changing rooms and showers designated for their sex, schools and colleges should consider whether they can provide an alternative changing or washing facility without compromising the provision of single-sex facilities. This could be a fully enclosed room – for use by one child at a time that can be secured from the inside – or by allowing access to facilities at an alternative time. These alternative arrangements should not compromise the safety, comfort, privacy or dignity of the child or of any other children.

6.12 It is important that schools and colleges keep a clear record of these situations, ensure they are communicated appropriately, and review them regularly.

7. Use of college premises for non-school/college activities.

7.1 Where the College hires or rents out college facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) the College ensures that appropriate arrangements are in place to keep children safe.

7.2 When services or activities are provided by the College, under the direct supervision or management of College school staff, College arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case. The College will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll or attend the College. The College will also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

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

8. Confidentiality and information sharing

8.1 The College will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The College will co-operate and work with police and children's social care and other services to ensure that all relevant information is shared to promote the welfare of children and protect them from harm, and for the purposes of child protection investigations under section 47 of the *Children Act 1989* in accordance with the requirements of *Working Together to Safeguard Children 2026*, *the Prevent Duty Guidance for England and Wales 2015* and *Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism 2020*.

8.1.1 Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

8.1.2 Further details on information sharing can be found in Chapter one of Working Together to Safeguard Children 2026[9] and at Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers[10].

8.2 Where allegations have been made against staff, the College will consult with the LADO and, where appropriate, the police and children's social care to agree the information that should be disclosed and to whom.

8.3 It is important that the governing body are aware that among other obligations, the *Data Protection Act 2018* and the UK GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure[11].

8.4 The governing body should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the UK GDPR.

9. Working together to safeguard children 2026

10. Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers.

11. ICO Guidance for Organisations

8.5 The *Data Protection Act 2018* and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children

8.6 Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes.

9. Monitoring and review

9.1 The Designated Safeguarding Lead will ensure that the procedures set out in this Policy and the implementation of these procedures are updated and reviewed regularly, working with the Governors as necessary. The Designated Safeguarding Lead will update the other members of the Senior Management Team regularly on the operation of the College's safeguarding arrangements.

9.2 Any child protection incidents at the College will be followed by a review of these procedures by the Designated Safeguarding Lead and a report made to the Governing Body. Where an incident involves a member of staff, the LADO will be asked to assist in this review to determine whether any improvements can be made to the College's procedures. Any deficiencies or weaknesses in regard to child protection arrangements at any time will be remedied without delay.

9.3 The full Governing Body will undertake an annual review of this Policy and the College's safeguarding procedures, including an update and review of the effectiveness of procedures and their implementation and the effectiveness of inter-agency working. The Designated Safeguarding Lead will work with the Nominated Safeguarding Governor, preparing a written report commissioned by the full Governing Body. The written report should address how the College ensures that this Policy is kept up to date; staff training on safeguarding; referral information; issues and themes which may have emerged in the College and how these have been handled; and the contribution the College is making to multi-agency working in individual cases or local discussions on safeguarding matters.

9.4 The full Governing Body should also consider independent corroboration, such as inspection of records or feedback from external agencies including the local authority designated officer. The full Governing Body will review the report, this Policy and the implementation of its procedures and consider the proposed amendments to the Policy before giving the revised Policy its final approval. Detailed minutes recording the review by the Governing Body will be made.

10. Contacts

10.1 The details of the LADO are as follows:

Name:	Ellie Jones
Address:	Shropshire Assessment & Support Services, Shropshire County Council, Shrewsbury Business Park, Shrewsbury, Shropshire. SY2 6FG
Telephone number:	03456 789021

10.2 The telephone numbers of the Shropshire children's social care department are as follows:

Concerns about the Welfare of a Child	0345 678 9021
Out of Hours Emergency Duty Team	0345 678 9040

10.3 Children's mental health and wellbeing

Kooth – www.kooth.com

Beam – Shropshire Beam The Children's Society

Access Team – 0300 124 0093

10.4 The local police non-emergency contact number is 101

10.5 The telephone numbers of relevant Prevent partners are as follows

- National Police Prevent Advise Line 0800 011 3764
- ACT Early Support Line (Action Counter Terrorism) 0800 011 3764
- National DfE helpline 0370 0002288
- Anti-Terrorist Hotline 0800 789 321

10.6 The email addresses and web links of relevant Prevent partners are as follows

- prevent@warwickshireandwestmercia.pnn.police.uk
- counter.extremism@education.gov.uk
- Refer someone to the Prevent Team | West Mercia Police
- Report Extremism in Education - Start
- ACT Early | Prevent radicalisation

10.7 The following telephone numbers may be useful for pupils:

- Shropshire Council's Children's Service 03456 789021
- Childline 0800 1111
- NSPCC 0808 800 5000
- Children's Commissioner 0800 528 0731
- Independent Person Sarah Haynes 07356080229
- College counsellor Jo Smith 07940173738

10.8 Charity Commission guidance on charity and trustee duties to safeguard children is available at GOV.UK.

Authorised by  **Date**	The Governors September 2026

Reviewed by **Date**	Head  September 2026

Effective Date of Policy	September 2026

Appendix 1 The Designated Safeguarding Lead

1. The Designated Safeguarding Lead for the College site is Mrs Vicky Pritt-Roberts, (Senior Deputy Head), who may be contacted on 01691 626526.

2. In accordance with Annex B of *Keeping Children Safe in Education September 2026*, the main responsibilities of the Designated Safeguarding Lead are:

2.1 **Managing referrals**

To take lead responsibility for referring all cases of suspected abuse of any pupil at the College to children's social care and:

(i) the Local Authority Designated Officer (LADO) all child protection concerns which involve a member of staff or volunteer;

(ii) the Disclosure and Barring Service (DBS) where a member of staff is dismissed or has left due to risk/harm to a child; and/or

(iii) the police where a crime may have been committed.

Liaise with the Head to inform him of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019. To act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

2.2 **Raising awareness**

Ensure this Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Governing Body regarding this.

Ensure this Policy is available publicly.

Ensure that parents are aware that referrals about suspected abuse or neglect may be made to children's social care and the College's role in this.

Maintain links with the Shropshire Safeguarding Partnership to ensure staff are aware of training opportunities and the local policies on safeguarding.

Where children leave the College ensure their child protection file is copied for any new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt will be 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 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.

In accordance with the Prevent Duty Guidance for England and Wales and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism 2020 the Designated Safeguarding Lead has, in addition, the following responsibilities:

(i) Acting as the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters relating to the Prevent duty;

(ii) Co-ordinating Prevent duty procedures in the College;

(iii) Liaising with local Prevent co-ordinators, the police and local authorities and through existing multi-agency forums, including referrals to the Channel Police Practitioner and/or the police where indicated;

(iv) Undergoing WRAP or other appropriate training;

(v) Maintaining ongoing training programme for all school employees including induction training for all new employees and keeping records of staff training; and

(vi) Monitoring the keeping, confidentiality and storage of records in relation to the Prevent duty.

3. The Deputy Designated Safeguarding Leads will carry out this role where the Designated Safeguarding Lead is unavailable.

4. The Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads have undertaken child protection training and training in inter-agency working, and will attend refresher training at two-yearly intervals and will receive Safeguarding and Child Protection updates as requested, but at least annually, in order to:

4.1 Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;

4.1.1 If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional.

4.1.2 If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.

4.2 Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;

4.3 Ensure each member of staff has access to and understands the College's child protection policy and procedures, especially new and part time staff;

4.4 Be alert to the specific needs of children in need, those with special educational needs and young carers;

4.5 Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation;

4.6 Be able to keep detailed, accurate, secure written records of concerns and referrals;

4.6.1 All concerns, discussions and decisions made including the rationale for those decisions, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached including the rationale for those decisions and the outcome.

4.7 Understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners;

4.8 Understand and support the college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;

4.9 Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;

4.10 Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online

4.11 Obtain access to resources and attend any relevant or refresher training courses;

4.12 Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the College may put in place to protect them and to meet the requirements and procedures of the Shropshire Safeguarding Partnership.

4.13 To chair the e-safety committee and have overall responsibility for online safety.

Appendix 2 Types and signs of abuse

1. **Types of abuse**

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

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

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

(d) All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline.

(e) Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the nonconsensual making or sharing of nudes or semi-nudes, especially around 13 chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

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

(g) **Physical abuse**: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

(h) **Emotional abuse**: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as not giving the child opportunities to express their views, deliberately silencing them or 'making

fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

(i) **Sexual abuse**: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, 14 including assault by penetration (for example rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

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

(k) All staff should have an awareness of safeguarding issues that often overlap and can put children at risk of harm (including but not limited to those listed below). The following behaviours and indicators can be signs that children are at risk: • drug taking and/or alcohol misuse • unexplainable and/or persistent absences from education • serious violence, criminal exploitation (including that linked to county lines), radicalisation, and • consensual and non-consensual making or sharing of nudes or seminudes.

(l) All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. All staff should be clear as to the school or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

(m) All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening. It may be the case that abuse is not being reported. As such it is important that when staff have any concerns regarding child-on-child abuse (whether these concerns are thought to have taken place on or off-site) they should speak to their designated safeguarding lead (or a deputy). As part of this, schools should also try to be alert to when children might be at highest risk around the school day (for example immediately after school).

(n) It is essential that all staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature. Examples of which are listed below. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviour, misogyny, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

(o) All staff should be aware that child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator.

(p) As well as knowing how to respond to concerns, all staff should know that child-on-child abuse is preventable. As well as knowing how to recognise behaviours and indicators of risk early, staff should know that timely, evidence based support can be key to preventing children from going on to commit abuse or violence.

(q) 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),
• serious physical assault and harm, or the threat of harm with a weapon, 16
• sexual violence8 such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence),
• sexual harassment9 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 making or sharing of nudes and seminudes10,
• upskirting 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).

•

(r) Procedures to minimise child on child abuse – A responsibility of all staff.

1.r.1 Regular staff training to know how to identify child on child abuse early to prevent it from escalating, enabling staff to understand

- How to identify the indicators of abuse
- What to do if they have a concern about a child
- How to respond to a report of abuse

- How to offer support to children
- Where to go if they need support

1.r.2 Challenge inappropriate behaviour

- Sexual violence and sexual harassment is not accepted, will never be tolerated and is not an inevitable part of growing up.
- Not tolerating or dismissing sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys'.

1.r.3 Address issues associated with child on child abuse through the curriculum in an age-appropriate and inclusive way.

- Healthy and respectful relationships
- What respectful behaviour looks like
- Consent
- Gender roles, stereotyping and equality
- Body confidence and self esteem
- Prejudice behaviour
- Sexual violence and sexual harassment

(s) As a Boarding School, staff have additional factors to consider with regard to safeguarding. Schools that provide such residential accommodation should be alert to inappropriate pupil or student relationships and the potential for child on child abuse, particularly in schools with a significant gender imbalance.

Boarding and residential accommodation

(t) This section applies to schools, institutions within the "further education sector" as defined by the Further and Higher Education Act 1992 and 16-19 academies, all of which are covered by part 6 of the Equality Act 2010. This section does not apply to colleges that are not 16-19 academies and are outside the "further education sector" as defined by the Further and Higher Education Act 1992. These colleges may be covered by part 3 or 5 of the Equality Act 2010 and they should take independent legal advice on compliance, taking into account their safeguarding obligations towards children and ensuring the provision of appropriate facilities for girls and boys that do not compromise their safety, comfort, privacy or dignity.

(u) To comply with their safeguarding duties, schools and colleges must not allow a child to share overnight accommodation with a child of the opposite biological sex. Responding to a request to support any degree of social transition must not include allowing access to boarding or residential accommodation 53 designated for the opposite sex.

(v) In allocating sleeping arrangements such as dormitories, tents or shared rooms for school or college trips, schools and colleges must have regard to their duties under the Equality Act, their

safeguarding obligations, and other relevant regulations and standards, including those relating to boarding and residential accommodation.

(w) If, however, a child does not want to share a room with another child of the same biological sex, alternative arrangements should be sought where possible. Alternative arrangements should not compromise the safety, comfort, privacy or dignity of any child. They might include, for instance, finding a suitable separate room for the child.

(x) Where a child's concern reflects a request for support with social transition, the school or college should consider the section on "considering requests for support with social transition" before making any decisions.

(y) Schools and colleges should have regard to the National Minimum Standards for boarding schools the National Minimum Standards for residential special schools and the Further Education residential accommodation: national minimum standards, as appropriate.

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

(aa) All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Serious violence is a continuing safeguarding concern. It may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and it can also be associated with criminal exploitation. Staff should report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the designated safeguarding lead (or a deputy). The designated safeguarding lead should assess the risk to both the individual pupil and others in the school, considering wider information or concerns, and take appropriate action. Depending on the risk, they should put in place a safety and support plan, and where relevant, consider action to de-escalate peer conflict. Staff should be alert to signs that 20 a child may be at risk of or involved in serious violence. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

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

2. **Signs of abuse**

(a) Possible signs of abuse include, but are not limited to:

(a) The pupil says he/she has been abused or asks a question or makes a comment which gives rise to that inference;

(b) There is no reasonable or consistent explanation for a pupil's injury, the injury is unusual in kind or location or there have been a number of injuries and there is a pattern to the injuries;

(c) The pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour, or there is a sudden or significant change in the pupil's behaviour;

(d) The pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;

(e) The pupil's development is delayed; the pupil loses or gains weight or there is deterioration in the pupil's general wellbeing;

(f) The pupil appears neglected, e.g. dirty, hungry, inadequately clothed;

(g) The pupil is reluctant to go home, or has been openly rejected by his/her parents or carers; and

(h) Inappropriate behaviour displayed by other members of staff or any other person working with children, for example inappropriate sexual comments; excessive one to one attention beyond the requirements of their usual role or responsibilities; or inappropriate sharing of images.

(b) The Shropshire Safeguarding Partnership can provide advice on the signs of abuse and the DfE advice *What to do if you're worried a child is being abused 2015* provides advice in identifying child abuse. The NSPCC website www.nspcc.org.uk) is also a good source of information and advice.

3. **Keeping Children Safe in Education September 2026 acknowledges the following as specific safeguarding issues:**

- Child abduction and community safety incidents

- **Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)**

  CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. This can be committed by an individual or an organised network12 and most sexual 11 County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. Links to the Home Office’s County Lines advice is provided within the serious violence information on pages 172-173. 12 The Independent Inquiry into Child Sexual Abuse: An organised network is characterised by two or more individuals (whether identified or not) who are known to (or associated with) one another and are known to be involved in or to facilitate the sexual 18 abuse is committed by those previously known to the victim. Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship. As with CCE, victims are not always recognised and can be criminalised for actions they take whilst under coercion. This remains a significant concern, as professionals continue to encounter cases where children are

manipulated, groomed, and exploited without fully understanding the abuse they are experiencing.

- **County Lines**

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

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

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

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

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

- **Domestic abuse/violence**[12]

  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,

[12] https://www.nationaldahelpline.org.uk/

financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. See Appendix 7

- **Homelessness**

- **So-called "honour-based" violence (HBV)**

  encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

  Actions:

  If staff have a concern regarding a child that might be at risk of HBV, they should contact the College designated safeguarding lead who will activate local safeguarding procedures.

- **Female genital mutilation (FGM)**

  professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found at: Multi-agency statutory guidance on female genital mutilation 2020. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

  FGM mandatory reporting duty for teachers

  Section 5B of the *Female Genital Mutilation Act 2003* (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies[13].

- **Forced marriage**

[13] https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

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

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (pages 32-36 of which focus on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at The right to choose: government guidance on forced marriage- GOV.UK (www.gov.uk). School and College staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.

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

- **Child on child abuse**

Children can abuse other children (often referred to as child on child abuse) and it can take many forms. It can happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports. This can include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; 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; upskirting and initiation/hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

- **Sexual violence and sexual harassment between children in schools and colleges**

Context

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

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

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

All staff should be aware that children may not feel ready of know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened, this could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

Staff should be aware of the importance of:

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

What is sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school/college. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003135 Legislation.gov.uk.

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

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

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

reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

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

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape.

Sexual harassment

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

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
- consensual and non-consensual sharing of nudes and semi-nudes images and/or videos. As set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence;

- sharing of unwanted explicit content;
- upskirting (is a criminal offence);
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats.

Upskirting

The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a persons clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is incredibly important. How the college responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying of some behaviours can actually lead to a culture of unacceptable behaviour. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Drugs[14]

Fabricated or induced illness

Faith abuse[15]

4. **Preventing Radicalisation**

(a) The College has a legal duty to have due regard to the need to prevent people from being drawn into terrorism (Under section 26 of the *Counter Terrorism and Security Act 2015*).

(b) The College aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The College is committed to providing a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

[14] https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_schools.pdf
[15] https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/175437/Action_Plan_-_Abuse_linked_to_Faith_or_Belief.pdf

(c) The College has adopted the KCSE September 2020 definitions for the purposes of compliance with the Prevent duty:

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

Radicalisation[16] is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism[17] is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

(d) There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. College staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel.

(e) *Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism 2020* notes the following:

51. There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include:

- peer or family pressure
- influence from other people or via the internet
- bullying
- being a victim or perpetrator of crime
- anti-social behaviour
- family tensions
- hate crime
- lack of self-esteem or identity
- personal or political grievances

"Annex C 6. Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- Spending increasing time in the company of other suspected extremists;
- Changing their style of dress or personal appearance to accord with the group;
- Day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;

16 As defined in the Government's Prevent Duty Guidance for England and Wales.

17 As defined in the Terrorism Act 2000 (TACT 2000) http://www.legislation.gov.uk/ukpga2000/11/contents

- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;

- Possession of material or symbols associated with an extremist cause (e.g. the swastika for right-wing groups);

- Attempts to recruit others to the group/cause/ideology; or

    - Communications with others that suggest identification with a group/cause/ideology."

"Annex C 7. Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;

- using insulting or derogatory names or labels for another group;

- speaking about the imminence of harm from the other group and the importance of action now;

- expressing attitudes that justify offending on behalf of the group, cause or ideology;

- condoning or supporting violence or harm towards others; or

- plotting or conspiring with others."

(f) Protecting children from the risk of radicalisation is part of the College's wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

(g) The DfE's briefing note *'The use of social media for on-line radicalisation 2015'* includes information on how social media is used to radicalise young people and guidance on protecting pupils at risk.

Appendix 3 Guidance for staff and volunteers on suspecting or hearing a complaint of abuse

1. **Action staff must take**

1.1 A member of staff or volunteer suspecting or hearing a complaint of abuse:

- must listen carefully to the child and keep an open mind. The member of staff should not take a decision as to whether or not the abuse has taken place;
- must not ask leading questions, i.e. a question which suggests its own answer;
- must reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass on the information in accordance with this Policy so that the correct action can be taken; and
- must keep a sufficient written record of the conversation. The record should include:

  (i) the date and time;

  (ii) the place of the conversation; and

  (iii) the essence of what was said and done by whom and in whose presence;

- and must be signed by the person making it, using names and not initials.

1.2 The written record and all other evidence, for example, scribbled notes, mobile phones containing text messages, clothing, computers, must be kept securely and passed on when reporting the matter in accordance with paragraph 1.3 below.

1.3 All suspicions or complaints of abuse must be reported to the Designated Safeguarding Lead immediately unless it is an allegation against a member of staff in which case the procedures set out in Appendix 4 should be followed.

1.4 **If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration.**

2. **What will the local authority do?**

The local authority should make a decision, within one working day of a referral being made, about the type of response that is required and should let the referrer know the outcome. This will include determining whether:

- the child requires immediate protection and urgent action is required;
- whether the child is in need, and should be assessed under section 17;
- A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and

development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. As outlined in Working Together to Safeguard Children, local authorities, with their safeguarding partners and any relevant agencies, should 16 See Working Together to Safeguard Children for further information about extra-familial harms and environments outside the family home. 23 develop, agree and publish local protocols for assessments and support. This should set out who can act as lead practitioner in supporting children and their families under section 17 (which is not limited to social workers).

- there is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47;

- any services are required by the child and family and what type of services; and

- further specialist assessments are required in order to help the local authority to decide what further action to take.

Appendix 4 Dealing with allegations against members of staff, the Head, Governors or volunteers

1. **The College's procedures (Allegations that may meet the harms threshold)**

   1.1 The College's procedures for dealing with allegations made against staff will be used where the member of staff, the Head, Governor or volunteer has:

   - behaved in a way that has harmed a child, or may have harmed a child and/or;
   - possibly committed a criminal offence against or related to a child and/or;
   - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children and/or;
   - behave or may have behaved in a way that indicates they may not be suitable to work with children. (includes behaviour that may have happened outside of school, that might make an individual unsuitable to work with children, this is known as transferable risk.)

   1.2 Any allegations not meeting these criteria will be dealt with in accordance with the Shropshire Safeguarding Partnership procedures. Advice from the LADO will be sought in borderline cases.

   1.3 All such allegations must be dealt with as a priority without delay.

   1.4 Historical Abuse

   Any historical abuse allegations should be referred to the Head.

   Allegations against a teacher who is no longer teaching and historical allegations will be referred to the police by the Head.

2. **Reporting an allegation against a member of staff, the Head, Governor or volunteer**

   2.1 Where staff have a safeguarding concern, or an allegation that poses a risk of harm to children is made against any member of staff (including supply staff and volunteers) other than the Head. The matter should be reported immediately to the Head, or in his absence to the Nominated Safeguarding Governor. If required the allegation will be discussed with the LADO before further action is taken. Where appropriate, the Head/Nominated Safeguarding Governor will consult with the Designated Safeguarding Lead.

   2.1.1 Where an allegation is made against an individual not directly employed by the College, where our disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business, this will still have to be considered.

   2.1.2 Whilst the College is not the employer of supply teachers, we should ensure allegations are dealt with properly. In no circumstances should the College decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. The College should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, while they carry out their investigation.

2.1.3 Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. The College will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the College, are under our supervision, direction and control whilst working in the college. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the College during the investigation.

2.1.4 When using an agency, the College should inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

2.2 Where an allegation or complaint is made against the Head, the matter should be reported immediately to the Chair of Governors or the Nominated Safeguarding Governor, without first notifying the Head. The allegation will be discussed immediately with the LADO before further action is taken. The Chair of Governors will consult the Nominated Safeguarding Governor, and vice versa.

2.3 Where an allegation is made against any Governor, the matter should be reported immediately to the Chair of Governors or the Nominated Safeguarding Governor. If either the Chair of Governors or the Nominated Safeguarding Governor are the subject of an allegation, the matter should be reported to the other. The allegation will be discussed immediately with the LADO before further action is taken. Where appropriate, the Chair of Governors will consult the Nominated Safeguarding Governor, and vice versa.

2.4 If it is not possible to report to the Head, DSL or Chair of Governors or Nominated Safeguarding Governor in the circumstances set out above, a report should be made immediately to a Deputy Designated Safeguarding Lead. The Designated Safeguarding Lead will take action in accordance with these procedures and will as soon as possible inform the Head and DSL or, where appropriate, the Chair of Governors and the Nominated Safeguarding Governor.

2.5 The person taking action in accordance with the procedures in this Appendix is known as the "case manager".

3. **Disclosure of information**

3.1 The case manager will inform the accused person of the allegation as soon as possible after the LADO has been consulted.

3.2 The Parents or carers of the child[ren] involved will be informed of the allegation as soon as possible if they do not already know of it. They will also be kept informed of the progress of the case, including the outcome of any disciplinary process. The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.

3.3 Where the LADO advises that a strategy discussion is needed, or the police or children's social care need to be involved, the case manager will not inform the accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.

3.4 The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

4. **Further action to be taken by the College**

4.1 A school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. The College will take action in accordance with Part four of *Keeping Children Safe in Education September 2026* and the College's employment procedures.

4.2 Where an internal resident member of boarding staff is suspended pending an investigation of a child protection nature, arrangements for alternative accommodation away from children will be made for the member of staff.

5. **Ceasing to use staff**

5.1 If the College ceases to use the services of a member of staff or volunteer because they are unsuitable to work with children, a settlement/compromise agreement will not be used and a referral to the Disclosure and Barring Service will be made as soon as possible if the criteria are met. Any such incidents will be followed by a review of the safeguarding procedures within the College, with a report being presented to the Governors without delay.

5.2 If a member of staff or volunteer tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the College in accordance with this policy and a referral will be made to the Disclosure and Barring Service as soon as possible if the criteria are met.

5.3 Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency). Details about how to make a referral to the Teaching Regulation Agency can be found on GOV.UK.

6. **Unsubstantiated, false or malicious allegations**

6.1 Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with the College's behaviour and discipline policy.

6.2 Where a parent has made a deliberately invented or malicious allegation the Head will consider whether to require that parent to withdraw their child or children from the College on the basis that they have treated the College or a member of staff unreasonably.

6.3 Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the College reserves the right to contact the police to determine whether any action might be appropriate.

7. **Record keeping**

7.1 Details of allegations found to be malicious will be removed from personnel records.

7.2 For all other allegations, full details will be recorded on the confidential personnel file of the person accused. The record will be retained at least until the individual has reached normal pension age or for a period of ten years from the date of the allegation, if this is longer.

- a clear and comprehensive summary of the allegation;
- details of how the allegation was followed up and resolved;
- a note of any action taken, and decisions reached and the outcome as categorised above;
- a copy provided to the person concerned, where agreed by children's social care or the police; and,
- a declaration on whether the information will be referred to in any future reference.

7.3 An allegation proven to be false, unsubstantiated or malicious will not be referred to in employer references. In accordance with Keeping Children Safe in Education September 2026, a history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference.

8. **Low Level Concerns** (see Low Level Safeguarding Concerns Policy & Procedure)
(Allegations/concerns that do not meet the harms threshold ('low level concerns'))

8.1 The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out in Appendix 4 sections 1-7. 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 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 allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

8.2 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;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

8.3 Low-level concerns about a member of staff should be reported to the designated safeguarding lead (or deputy). Where a low-level concern is raised about the designated safeguarding lead (Head), it should be shared with the Chair of Governors.

8.4 All low-level concerns should be recorded in writing by the designated safeguarding lead (or deputy). The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

8.5 Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the school should decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harms threshold, in which case it should be referred to the LADO. Consideration should also be given to whether there are wider cultural issues within the school that enabled the behaviour to occur and where appropriate policies could be revised or extra training delivered to minimise the risk of it happening again.

8.6 Low level concerns should not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. It follows that a low-level concern which relates exclusively to safeguarding (and not to misconduct or poor performance) should not be referred to in a reference. However, where a low-level concern (or group of concerns) has met the threshold for referral to the LADO and found to be substantiated, it should be referred to in a reference.

8.7 Concerns about the safeguarding should be reported to the designated safeguarding lead or their deputy. If the concern has been raised via a third party, the Head should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

8.8 The DSL will share all low level concerns with the Head, who is the ultimate decision maker.

Appendix 5a Childcare disqualification requirements: self-declaration form

Explanatory note

Given that your role involves providing care for pupils under 8, we need to draw your attention to the requirements of the *Childcare Act 2006* (**Act**) and the *Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018* (**Regulations**) and the related DfE statutory guidance, *Disqualification Under the Childcare Act 2006* (**DUCA**).

It is a criminal offence for a school to employ a person to work in connection with early or later years provision who is disqualified from doing so under the Regulations. It is also an offence for a disqualified person to provide early or later years provision or to be directly concerned in its management.

In order that we can discharge our legal obligations please answer all of the questions below and then sign and date the declaration at the end of this form.

Should you have any queries about any of the information required or if you wish to discuss any aspects of this further please do contact the SDH, DHP or the Head on a confidential basis.

What information do you need to disclose?

The criteria for which a person will be disqualified from working in connection with early or later years provision are set out in the Regulations. They include:

- being barred from working with children (by inclusion on the Children's Barred List)
- having been cautioned for, or convicted of, certain violent and sexual criminal offences against children and adults
- various grounds relating to the care of children, including where an order is made in respect of a child under the person's care.

We have on the form set out the main categories of disqualification. However, should you like further detail about the nature of matters that are covered please see Table A (Relevant Offences) and Table B (Relevant Orders) of DUCA or contact the DHP or the Head on a confidential basis.

Spent and filtered convictions

Due to the nature of your work at the School you are obliged to disclose details of all relevant convictions including those which are defined as "spent" under the Rehabilitation of Offenders Act 1974, together with details of any relevant cautions, reprimands or warnings issued from 6 April 2007. Please note that you are not required to disclose information which would be "filtered" by the DBS.

For the avoidance of doubt the School is not asking you to obtain criminal records information about you from the Disclosure and Barring Service. We are asking you to complete the enclosed form to the best of your knowledge only.

Data protection

You are required to provide the information requested in this form so that the School can meet its legal obligations. The School will process personal information in accordance with its Staff Privacy Notice.

It will only be disclosed to specified members of the School's leadership team and our professional advisers in order to satisfy ourselves that you are not disqualified under the Regulations.

Where irrelevant information is provided the School will shred this as soon as possible.

Appendix 5b Disqualification Declaration Form

This form is to be completed by: staff before working in later years provision for children (under 8) including before or after school provision[18] (not clubs); staff who are directly concerned in the management of such later years provision[19]. To be completed by these staff on an annual basis.

Name:_____

Post:_____

Important – Please read in full before completing the declaration Please answer the questions below to the best of your knowledge and sign the declaration at the end of this form. **Please answer each question below by circling YES or NO.**	
Questions relating to you: Have you been cautioned or convicted of any offences against a child?	YES NO
Have you been cautioned or convicted of any violent or sexual offences against an adult?	YES NO
Have you been barred from working with children by the Disclosure and Barring Service?	YES NO
Have your children been taken into care?	YES NO
Have or are your children the subject of a child protection order?	YES NO
Has a court order been made in respect of a child under your care?	YES NO
Have you been refused registration or had registration cancelled in relation to childcare or a children's home or have you been disqualified from private fostering?	YES NO

If you have answered YES to any of the questions above, please provide the following information over the page:

1. **details of the order, restriction, conviction or caution and the date that this was made;**
2. **the relevant court or body and the sentence, if any, which was imposed; and**
3. **provide a copy of the relevant order or conviction.**

[18] To be completed by KS2 Teachers, Breakfast Supervisor, After School Supervisor, Nursing Staff, Chaplain and any other relevant Staff.
[19] To be completed by SMT and HoLs.

I have answered YES to one or more of the questions above because…

_____

_____

_____

With reference to *Keeping Children Safe in Education September 2026* (Statutory guidance for schools and colleges) and *Disqualification under the Childcare Act 2006* (updated 2018) (Statutory guidance for local authorities, maintained schools, academies and free schools):

1. I understand my responsibility to safeguard children and am aware that I must notify the Head of anything that may affect my suitability or if living on the school site, that of anyone living in my household.

2. I will ensure I notify the Head immediately if the answers I have provided to the questions above change at any time.

3. I give permission for you to contact any previous settings, local authority staff, the police, the DBS, or any medical professionals, to share information about my suitability to care for children.

Signed_____Date_____

To be completed by the Head:
I have reviewed the answers provided above and no further action is required.

Head: Mr J Shaw Date:_____

Head signature: _____

Or

I have reviewed the answers provided above and the following action has been taken

_____

_____

_____

_____

Head: Mr J Shaw Date:_____

Head signature: _____

Appendix 6 Responding to reports of sexual violence and sexual harassment

1. Systems should be in place (and they should be well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously.

2. Schools not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

3. Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Pre-planning, effective training and effective policies will provide schools with the foundation for a calm, considered and appropriate response to any reports. The governing body should ensure that the school contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.

4. Any decisions are for the school to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

5. There is support available for schools. Paragraph 52 and Annex A in the Sexual Violence and Sexual Harassment Between Children in Schools and Colleges advice provides detailed information and links to resources.

6. Support for School

6.1 Schools and colleges should not feel that they are alone in dealing with sexual violence and sexual harassment.

6.2 **Local authority children's social care** and **the police** will be important partners where a crime might have been committed. Referrals to the police will often be a natural progression of making a referral to local authority children's social care. The designated safeguarding lead (or a deputy) should lead the school response and should be aware of the local process for referrals to children's social care and making referrals to the police (also see the section "reporting to the police" for further information). Schools and colleges may also find the following resources helpful:

- **Child Exploitation and Online Protection** command: CEOP is a law enforcement agency which aims to keep children and young people safe from sexual exploitation and abuse. Online sexual abuse can be reported on their website and a report made to one of its Child Protection Advisors

- **The NSPCC** provides a helpline for professionals at 0808 800 5000 and help@nspcc.org.uk. The helpline provides expert advice and support for school and college staff and will be especially useful for the designated safeguarding lead (and their deputies)

- Support from **specialist sexual violence sector organisations** such as Rape Crisis or The Survivors Trust

- **The Anti-Bullying Alliance** has developed guidance for schools about Sexual and sexist bullying.

- **Online**: Schools and colleges should recognise that sexual violence and sexual harassment occurring online (either in isolation or in connection with face-to-face incidents) can introduce a number of complex factors. Amongst other things, this can include widespread abuse or harm across a number of social media platforms that leads to repeat victimisation. Online concerns can be especially complicated and support is available from:

- **The UK Safer Internet Centre** provides an online safety helpline for professionals at 0344 381 4772 and helpline@saferinternet.org.uk. The helpline provides expert advice and support for school and college staff with regard to online safety issues

- **Internet Watch Foundation**: If the incident/report involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed by the Internet Watch Foundation (IWF)

- **Childline/IWF** *Report Remove* is a free tool that allows children to report nude or sexual images and/or videos of themselves that they think might have been shared online

- **UKCIS Sharing nudes and semi-nudes advice**: Advice for education settings working with children and young people on responding to reports of children sharing non-consensual nude and semi-nude images and/or videos (also known as sexting and youth produced sexual imagery). Please see footnote 8 for further information

- Thinkuknow from NCA-CEOP provides support for the children's workforce, parents and carers on staying safe online

- LGFL 'Undressed' provided schools advice about how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders.

The immediate response to a report
Responding to the report

7. It is important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of school staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. If staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.

8. The school's initial response to a report from a child is incredibly important. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.

9. It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

10. All staff should be trained to manage a report. Local policies (and training) will dictate exactly how reports should be managed. However, effective safeguarding practice includes:

    - if possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible;

    - where the report includes an online element, being aware of searching screening and confiscation advice (for schools) and UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people. The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection;

    - not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;

    - recognising that a child is likely to disclose to someone they trust: this could be anyone on the school staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;

    - recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse;

    - keeping in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation;

    - listening carefully to the child, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was;

    - considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;

    - only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation; and

- informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

Risk assessment

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially their protection and support;
- whether there may have been other victims,
- the alleged perpetrator(s); and
- all the other children, (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

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

12. The designated safeguarding lead (or a deputy) should ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The above school risk assessment is not intended to replace the detailed assessments of expert professionals. Any such professional assessments should be used to inform the school's approach to supporting and protecting their pupils and students and updating their own risk assessment.

Action following a report of sexual violence and/or sexual harassment

What to consider

13. As set out above, sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of 'it could happen here. Schools should be aware of, and respond appropriately to all reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's initial response. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's duty and responsibilities to protect other children;
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB (harmful sexual behaviour) has been displayed;
- the ages of the children involved;

- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature);
- that sexual violence and sexual harassment can take place within intimate personal relationships between children;
- importance of understanding intra familial harms and any necessary support for siblings following Incidents
- are there ongoing risks to the victim, other children, adult students or school staff; and,
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

14. As always when concerned about the welfare of a child, all staff should act in the best interests of the child. In all cases, schools should follow general safeguarding principles as set out throughout this guidance. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted).

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

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

Any report of sexual violence is likely to be traumatic for the victim. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

However, reports of rape and assault by penetration are likely to be especially difficult with regard to the victim, and close proximity with the alleged perpetrator(s) is likely to be especially distressing. Whilst the school establishes the facts of the case and starts the process of liaising with children's social care and the police, the alleged perpetrator(s) should be removed from any classes they share with the victim. The school should also carefully consider how best to keep the victim and alleged perpetrator(s) a reasonable distance apart on school premises (including during any before or after school-based activities) and on transport to and from the school, where appropriate. These actions are in the best interests of all children involved and should not be perceived to be a judgment on the guilt of the alleged perpetrator(s).

For other reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator(s) and considerations regarding shared classes, sharing school premises and school transport, should be considered immediately.

In all cases, the initial report should be carefully evaluated, reflecting the considerations set out at paragraph 14. The wishes of the victim, the nature of the allegations and the protection of all children in the school will be especially important when considering any immediate actions.

Options to manage the report

16. It is important that schools consider every report on a case-by-case basis as per paragraph 14. When to inform the alleged perpetrator(s) will be a decision that should be carefully considered. Where a report is going to be made to children's social care and/or the police, then, as a general rule, the school should speak to the relevant agency and discuss next steps and how the alleged perpetrator(s) will be informed of the allegations. However, as per general safeguarding principles, this does not and should not stop the school taking immediate action to safeguard their children, where required.

17. There are four likely scenarios for schools to consider when managing any reports of sexual violence and/or sexual harassment. It will be important in all scenarios that decisions and actions are regularly reviewed and that relevant policies are updated to reflect lessons learnt. It is particularly important to look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, the school should decide on a course of action. Consideration should be given to whether there are wider cultural issues within the school that enabled the inappropriate behaviour to occur and where appropriate extra teaching time and/or staff training could be delivered to minimise the risk of it happening again. The four scenarios are:

    (a) Manage internally

    - In some cases of sexual harassment, for example, one-off incidents, the school may take the view that the children concerned are not in need of early help or that referrals need to be made to statutory services and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour policy and by providing pastoral support.

- Whatever the response, it should be underpinned by the principle that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

(b) Early help

- In line with 1 above, the school may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent HSB and may prevent escalation of sexual violence. It is particularly important that the designated safeguarding lead (and their deputies) know what the local early help process is and how and where to access support.

- More information on Early Help is set out in Part one of Keeping Children Safe in Education September 2026 with full details of the early help process in Chapter one of Working Together to Safeguard Children 2026.

- Multi-agency early help will work best when placed alongside strong school policies, preventative education and engagement with parents and carers.

- Early help and the option to manage a report internally do not need to be mutually exclusive: a school could manage internally and seek early help for both the victim and perpetrator(s).

- Whatever the response, it should be under-pinned by the principle that there is zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.

- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

(c) Referrals to children's social care

- Where a child has been harmed, is at risk of harm, or is in immediate danger, schools should make a referral to local children's social care.

- At the point of referral to children's social care, schools will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care.

- If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services.

- Where statutory assessments are appropriate, the school (especially the designated safeguarding lead or a deputy) should be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator(s) and any other children that require support.

- Schools should not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school. It will be important for the designated safeguarding lead (or a deputy) to work closely with children's social care (and other agencies as required) to ensure any actions the school takes do not jeopardise a statutory investigation. The risk assessment carried out will help inform any decision. Consideration of safeguarding the victim, alleged perpetrator(s), any other children directly involved in the safeguarding report and all children at the school should be immediate.

- In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The school (generally led by the designated safeguarding lead or a deputy) should be prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the designated safeguarding lead (or a deputy) should consider other support mechanisms such as early help, specialist support and pastoral support.

- Whatever the response, it should be under-pinned by the principle that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.

- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

(d) Reporting to the Police

- Any report to the police will generally be in parallel with a referral to children's social care (as above).

- It is important that the designated safeguarding lead (and their deputies) are clear about the local process for referrals and follow that process.

- Where a report of rape, assault by penetration or sexual assault is made, the starting point is that this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator(s) is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach. The following advice may help schools decide when to engage the Police and what to expect of them when they do: When to call the police.

- Where a report has been made to the police, the school should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator(s) and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.

- At this stage, the school will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the schools supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.

- All police forces in England have specialist units that investigate child abuse. The names and structures of these units are matters for local forces. It will be important that the designated safeguarding lead (and their deputies) are aware of their local arrangements.

- In some cases, it may become clear very quickly that the police (for whatever reason) will not take further action. In such circumstances, it is important that the school continue to engage with specialist support for the victim and alleged perpetrator(s) as required.

- Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator(s), it will be important for the designated safeguarding lead (or a deputy) to work closely with the police (and other agencies as required), to ensure any actions the school take do not jeopardise the police investigation.

- If schools have questions about the investigation, they should ask the police. The police will help and support the school as much as they can (within the constraints of any legal restrictions).

- Whatever the response, it should be under-pinned by the principle that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.

- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

Considering bail conditions

- The police will consider what action to take to manage the assessed risk of harm. This could involve the use of police bail with conditions, prior to a suspect appearing in court, or court bail with or without conditions after the first appearance.

- Alternatively, the person suspected of an offence could be 'released under investigation' (RUI). People released under RUI can have no conditions attached to their release from custody and it is possible for a person on bail also to have no conditions.

- Whatever arrangements are in place, the school will need to consider what additional measures may be necessary to manage any assessed risk of harm that may arise within their institution.

- Particular regard should be given to: the additional stress and trauma that might be caused to a victim within the institution; the potential for the suspected person to intimidate the victim or a witness; the need to ensure that any risk management measures strike a balance between management of risk and the rights of an un-convicted person (e.g. rights to privacy, family life, etc).

- Careful liaison with the police investigators should help to develop a balanced set of arrangements.

Managing any delays in the criminal process

- There may be delays in any case that is being progressed through the criminal justice system. Schools should not wait for the outcome (or even the start) of a police investigation before

protecting the victim, alleged perpetrator(s) and other children in the school. The risk assessment as per section 11 will help inform any decision.

The end of the criminal process

- If a child is convicted or receives a caution for a sexual offence, the school should update its risk assessment, ensure relevant protections are in place for all the children at the school and, if it has not already, consider any suitable action in line with their behaviour policy. This process should include a review of the necessary actions to keep all parties safe and meet their needs. If the perpetrator(s) remains in the same school as the victim, the school should be very clear as to their expectations regarding the perpetrator(s) now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions the school thinks are reasonable and proportionate with regard to the perpetrator(s)' timetable.

- Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils in the school. It will be important that the school ensure both the victim and perpetrator(s) remain protected, especially from any bullying or harassment (including online).

- Where cases are classified as "no further action" (NFA'd) by the police or Crown Prosecution Service, or where there is a not guilty verdict, the school should continue to offer support to the victim and the alleged perpetrator(s) for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated or was withdrawn does not necessarily mean that it was unfounded. Schools should discuss any decisions with the victim in this light and continue to offer support. The alleged perpetrator(s) is also likely to require ongoing support for what will have likely been a difficult experience.

Unsubstantiated, unfounded, false or malicious reports

18. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified, and addressed.

19. If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.

20. If a report is shown to be deliberately invented or malicious, the school, should consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy.

Ongoing response

Safeguarding and supporting the victim

21. The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the victim.

- The needs and wishes of the victim should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim, if they wish, should be able to continue in their normal

routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that the school is a safe space for them.

- Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. Schools should be aware that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator(s).

- The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.

- Consider the proportionality of the response. Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape.

- Schools should be aware that sexual assault can result in a range of health needs, including physical, mental, and sexual health problems and unwanted pregnancy. Children and young people that have a health need arising from sexual assault or abuse can access specialist NHS support from a Sexual Assault Referral Centre (SARC). SARCs offer confidential and non-judgemental support to victims and survivors of sexual assault and abuse. They provide medical, practical, and emotional care and advice to all children and adults, regardless of when the incident occurred.

- Support can include:

    - Early help and children's social care.

    - Children and Young People's Independent Sexual Violence Advisors (ChISVAs) provide emotional and practical support for victims of sexual violence. They are based within the specialist sexual violence sector and will help the victim understand what their options are and how the criminal justice process works if they have reported or are considering reporting to the police. ChISVAs will work in partnership with schools to ensure the best possible outcomes for the victim.

    - Police and social care agencies can signpost to ChISVA services (where available) or referrals can be made directly to the ChISVA service by the young person or school. Contact details for ChISVAs can be found at Rape Crisis and The Survivors Trust.

    - Child and adolescent mental health services (CAMHS) is used as a term for all services that work with children who have difficulties with their emotional or behavioural wellbeing. Services vary depending on local authority. Most CAHMS have their own website, which will have information about access, referrals and contact numbers.

    - The specialist sexual violence sector can provide therapeutic support for children who have experienced sexual violence. Contact Rape Crisis (England & Wales) or The Survivors Trust for details of local specialist organisations. The Male Survivors Partnership can provide details of services which specialise in supporting men and boys.

- NHS - Help after rape and sexual assault - NHS (www.nhs.uk) provides a range of advice, help and support including advice about the risk of pregnancy, sexually transmitted infections (STI), reporting to the police and forensics.

- Rape and sexual assault referral centres services can be found at: Find Rape and sexual assault referral centres. Sexual assault referral centres (SARCs) offer medical, practical and emotional support. They have specially trained doctors, nurses and support workers. If children, young people, or their families are unsure which service to access, they should contact their GP or call the NHS on 111.

- Childline provides free and confidential advice for children and young people.

- Internet Watch Foundation works internationally to remove child sexual abuse online images and videos and offers a place for the public to report them anonymously.

- Childline/IWF: Remove a nude image shared online Report Remove is a free tool that allows children to report nude or sexual images and videos of themselves that they think might have been shared online, to see if they can be removed from the internet.

22. Victims may not talk about the whole picture immediately. They may be more comfortable providing information on a piecemeal basis. It is essential that dialogue is kept open and encouraged. When it is clear that ongoing support will be required, schools should ask the victim if they would find it helpful to have a designated trusted adult (for example, their form tutor or designated safeguarding lead) to talk to about their needs. The choice of any such adult should be the victim's (as far as reasonably possible). Schools should respect and support this choice.

23. A victim of sexual violence is likely to be traumatised and, in some cases, may struggle in a normal classroom environment. While schools should avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups, there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. This should be because the victim wants to, not because it makes it easier to manage the situation. If required, schools should provide a physical space for victims to withdraw.

24. It may be necessary for schools to maintain arrangements to protect and support the victim for a long time. Schools should be prepared for this and should work with children's social care and other agencies as required.

25. It is therefore important that the designated safeguarding lead knows how and where to seek support.

26. It is important that the school do everything they reasonably can to protect the victim from bullying and harassment as a result of any report they have made.

27. Whilst they should be given all the necessary support to remain in their school, if the trauma results in the victim being unable to do this, alternative provision or a move to another school should be considered to enable them to continue to receive suitable education. This should only be at the request of the victim (and following discussion with their parents or carers).

28. It is important that if the victim does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs. The designated safeguarding lead should take responsibility to ensure this happens (and should discuss with the victim and, where

appropriate their parents or carers as to the most suitable way of doing this) as well as transferring the child protection file.

Appendix 7 Domestic abuse

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

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government has issued statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

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

Operation Encompass

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead (or a deputy)) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to local authority children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

National Domestic Abuse Helpline

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

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

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

Appendix 8 Annual Declaration

Name: _____ Post: _____ [Teaching / Non-Teaching]

(Please circle)

This form is to be completed annually by all College Staff, Governors or volunteers who are in Regulated Activity and have an enhanced DBS that is over a year old.

Important – Please read in full before completing the declaration.
Please answer the questions below to the best of your knowledge and sign the declaration at the end of this form. **Please answer each question below by circling YES or NO.** All College Staff, Governors and volunteers at the College are under a legal duty of disclosure for the following and you are required to notify the college if you are:

subject to any change in your circumstances that affects your right to work in the UK;	YES / NO
barred from working with children or vulnerable adults;	YES / NO
the subject of a referral to the Disclosure and Barring Service or any successor body;	YES / NO
the subject of any referral to, or a sanction, restriction or prohibition issued by, a regulator of the teaching profession in the UK or any other country;	YES / NO
the subject of a referral to, or proceedings before, the Department for Education or other appropriate authority where consideration was given to imposing a direction under section 128 of the *Education and Skills Act 2008*;	YES / NO
the subject of any change in circumstances which has or may result in you being disqualified from providing childcare in connection with early or later years provision or from being directly involved in its management;	YES / NO
The subject to an investigation by the Secretary of State under section 141B of the Education Act 2002;	YES / NO
investigated, arrested, charged or convicted of any criminal offence;	YES / NO
subject to an investigation for any allegation of a disciplinary nature at any other employer or organisation at which you are a volunteer; or	YES / NO
in receipt of a police caution, reprimand or warning, or if there is a formal child protection investigation of you or any member of your household.	YES / NO

With reference to *Keeping Children Safe in Education* (Statutory guidance for schools and colleges):

1. I understand my responsibility to safeguard children and am aware that I must notify the Head of anything that may affect my suitability or if living on the school site, that of anyone living in my household.
2. I will ensure I notify the Head immediately if the answers I have provided to the questions above change at any time.
3. I give permission for you to contact any local authority staff, the police, the DBS, or any medical professionals, to share information about my suitability to care for children.

Signed _____ Date _____

If you have answered YES to any of the previous questions, please provide the following information.

1. **details of the disclosure;**
2. **the relevant body involved; and**
3. **provide a copy of any relevant documentation.**

I have answered YES to one or more of the questions above because…

_____

_____

_____

_____

_____

_____

To be completed by the Head/SDH/DHP:
I have reviewed the answers provided above and no further action is required.

Head/SDH/DHP: Mr J Shaw/Mrs S V Pritt-Roberts/Dr R Chatterjee

Date:_____

Head/SDH/DHP signature: _____

Or

I have reviewed the answers provided above and the following action has been taken

_____

_____

_____

_____

Head: Mr J Shaw

Date:_____

Head signature: _____