



# **Safeguarding and Child Protection Policy**

**Reviewed May 2021  
Next review May 2022**





## **CHRIST CHURCH ACADEMY FULLY RECOGNISES ITS RESPONSIBILITIES FOR CHILD PROTECTION.**

### **OUR POLICY APPLIES TO ALL STAFF, GOVERNORS AND VOLUNTEERS WORKING IN THE SCHOOL.**

Keeping Children Safe in Education 2021(KCSiE) remains in focus throughout the response to Coronavirus (Covid 19) and our Safeguarding and child protection policy will be followed.

This policy has been developed in accordance with the principles established by the Children's Act 1989, the Education Act 2002, the Children's Act 2004, Keeping Children Safe in Education (KCSiE) (September 2021 edition) and in line with locally agreed guidance and procedures.

#### **AIMS:**

- To ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- To raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- To develop and then implement procedures for identifying and reporting cases, or suspected cases, of abuse.
- To support pupils in accordance with their agreed child protection plan or social work involvement.
- To establish a safer environment in which children can learn and develop.

#### **OUR ETHOS**

The child's welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk and are listened to. We work in partnership with other agencies and work with parents, carers and other colleagues to ensure the best outcomes for our children.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. All staff are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned.

All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information.

Throughout our curriculum we provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This is extended to include material that will encourage our children to develop essential life skills.



### **1. Recruitment:**

The school will ensure that key staff members are trained in Safer Recruitment, namely the Head Teacher – Philippa Foster, Assistant Head – Leanne Grimshaw and the Business Manager – Paul Chell

School holds and maintains a single central record of all staff and regular volunteers in accordance with government guidance.

Recruitment processes, advertising, information provided, short listing, interviewing, and up take of references will adhere to the recommendations made to schools in the Bichard enquiry.

The school will apply the same rigorous procedures for all levels of recruitment for both teaching and non-teaching positions.

The induction process and subsequent performance management process are all designed to promote child-protection.

### **2. Raising Awareness:**

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

Ensure children know that there are adults in the school whom they can approach if they are worried.

Include opportunities in the PHSCE curriculum and other areas of the curriculum for children to develop the skills they need to recognise and stay safe from abuse. Including RSE, restorative practise and a curriculum supporting Safeguarding issues.

Staff will undertake regular input on Child Protection; including the school's procedures for reporting concerns; as part of the induction process and every year in a staff meeting. Training will include spotting signs of abusive behaviour in colleagues and how to report concerns.

### **3. Systems for reporting/staff roles:**

We will follow the procedures set out by Bradford's Local Safeguarding Children Board and take account of guidance issued by the Department for Education and Skills (Keeping Children Safe in Education September 2020)

All staff are aware of systems in school which support safeguarding, these are explained to them as part of staff induction. These include the:

- behaviour policy;
- staff code of conduct;
- safeguarding response to children who go missing from education; and
- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).



### **DSL and Safeguarding team**

We have a designated safeguarding lead and deputy for child protection who has received appropriate training and support for this role: currently **Miss Leanne Grimshaw and Mrs Philippa Foster. These staff are responsible for ensuring reporting systems are effective.**

Additional staff have also received CP training: **Mrs Carole Nightingale, Mrs Alison Gallagher and Mrs Fran Best**

### **Governor**

We have a nominated governor and a deputy nominated governor responsible for safeguarding and this is shown on the school website and also the staff noticeboard. **The nominated governor is John Watts.**

### **All staff**

**As a school we use CPOMs to record concerns and staff are trained in the effective use of the software. If a serious concern is raised it is verbally passed to a member of the safeguarding team immediately.**

Every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.

Staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.

Social services or police will be contacted if there is an unexplained absence of a pupil who is on the child protection register.

We maintain effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.

Any paper records are scanned to CPOMs and filed in a locked cupboard if need to be retained.

Staff follow the KCSIE 2021 flowchart (Appendix 5) for reporting Child Protection issues.

We follow procedures where an allegation is made against a member of staff or volunteer.

We use agreed systems of reporting to governors so the effectiveness of the school's safeguarding procedures can be monitored by the pastoral committee / LGB.

### **4. Supporting pupils:**

We recognise that children who are abused or witness abuse may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk.

The school will endeavour to support the pupil through:



- The content of the curriculum.
- The school ethos, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy, which is aimed at supporting vulnerable pupils in the school
- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.
- Children can be referred to Nurture and Nurture + to support any additional need.

## **5. Supporting/Informing Parents**

**We always endeavour to work in partnership with families to promote the best outcomes for children.**

The Safeguarding and Child Protection Policy is available for parents, governors and staff to download on the school website and physical copies available in the reception area or on request. The school has an open and honest approach to CP issues and values the importance of keeping parents informed at all stages of the process where appropriate.

In circumstances where Children's Services approach the school for information, then the school takes its lead with regard to parental consent.

## **6. Role of Governing Body:**

The named Governor for Child Protection and Safeguarding is **John Watts**.

The named governor is regularly informed about the current CP & Safeguarding situation through Headteacher's Briefing document at Governors meetings

It is the responsibility of the Governing Body, in particular the named governor, to keep up to date with current safeguarding practices and policy. This should take the form of twice yearly meeting with named person and attendance at specific governor training for CP & Safeguarding.

The Governing body are also responsible for ensuring that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with guidance from BDAT, Local Authority and government guidance.
- The school contributes to inter-agency working in line with Working Together to Safeguard Children (Sept 2018).
- A member of the senior leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is an alternate and appropriately trained member of staff identified to deal with any issues in the absence of the senior designated professional.
- All staff receive a safeguarding induction and are provided with a copy of this policy and the staff code of conduct.



- All staff undertake appropriate child protection training that is updated regularly. Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance.
- Safer recruitment practices are followed in accordance with the requirements of 'Keeping Children Safe in Education' (2020).
- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

### **7. Staff Concerns/Allegation Against Staff Members:**

The specific guidelines and procedures for such a situation are contained within the **Managing Allegations of Abuse** document produced by Education Bradford in Sept 2006. Detailed guidance and step by step flow charts clearly identify what to do should you be concerned – documents found in class visitor induction packs.

We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined Part 4 of '*Keeping Children Safe in Education*', (September 2020,) are adhered to.

If a concern is raised about a staff member that is taken immediately to the Head Teacher. If the concern is about the Head Teacher the concern is taken to the chair of governors.

### **8. Creating a safe environment:**

The Child Protection policy is part of a set of policies and procedures through which the school aims to create a safe environment for all its children. These policies and procedures are regularly monitored and revised to ensure that best practice is adhered to.

For additional information and guidance please refer to the following additional policies and support documents: Please see links and further guidance documents in appendix 1.

- 'Keeping Children Safe in Education' DfE (September 2021)
- Governors Code of Conduct
- Ethical Code of Conduct – individually signed by all staff and governors
- Staff Discipline
- Positive Handling
- Behaviour Management
- Sex and Relationship Education
- Managing Allegations of Abuse – Guidelines and Procedures
- Positive Handling – Guidance (Ed Bfd)
- Care & Control – The Use of Force (Ed Bfd)
- Forced Marriage Advice for Schools (Ed Bfd)
- Teaching online safety in school June 2019
- Mental health and behaviour in schools November 2018



## 9. Specific safeguarding issues

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues.

- Mental Health
- bullying including cyberbullying
- channel
- children missing education
- child missing from home or care
- child sexual exploitation (CSE) – see also below
- county lines
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – see also below
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults
- peer on peer abuse
- private fostering
- prevent and radicalisation
- relationship abuse
- sexting
- trafficking
- Upskirting

### Definitions of Child Abuse

An abused child is a boy or girl under the age of 17 who has suffered from physical injury, physical neglect, failure to thrive, emotional or sexual abuse, that the person who has had custody, charge or care of the child either caused or knowingly failed to prevent. Having custody, charge or care includes any person, in whatever setting, who, at the time, is responsible for that child.

### Physical Abuse

Physical injury to a child, including deliberate poisoning, where there is definite knowledge, or a reasonable suspicion that the injury was inflicted or knowingly not prevented.

### Sexual Abuse





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

### **Harmful sexual behaviour (HSB)**

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive. It may also be referred to as sexually harmful behaviour or sexualised behaviour.

HSB encompasses a range of behaviour, which can be displayed towards younger children, peers, older children or adults. It is harmful to the children and young people who display it, as well as the people it is directed towards. More details can be found in appendix 2.

### **Peer on Peer Abuse:**

occurs in different forms (see below). All staff should be clear of the school's reporting policy/procedure with regards to peer on peer abuse and ensure any concerns (regardless of how small) are reported immediately.

### **Sexual Violence:**

The DfE guidance issued in May 2018 states that for the purpose of sexual violence in the context of a child on child, offences under the Sexual Offences Act 2003 include rape, assault by penetration and sexual assault.

### **Harassment**

Unwanted conduct of a sexual nature (online and offline) which is likely to violate a child's dignity and/or make them feel intimidated, degraded, humiliated and/or create a hostile, offensive or sexualised environment. Allegations should be managed in line with the DfE guidance.

### **Bullying: online or offline**

includes prejudice based and Cyber Bullying is also abusive which will include at least one, if not two, three or all four, of the defined categories of abuse.

### **Upskirting:**

Involves taking pictures under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm (which is now a criminal offence)

### **Sexting:**

the sending of inappropriate messages of a sexual context, also known as youth produced sexual imagery.

### **Initiation/hazing type violence or rituals:**



the manipulation of an individual/individuals to perform an act or undertake a task with the promise of allowing them into a group.

### **Neglect**

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

### **Emotional Abuse**

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

### **Domestic Abuse**

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

- Psychological
- Physical
- Sexual
- Financial
- Emotional

This definition includes so-called 'honour' based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.

### **Mental Health**

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Children's experiences can impact on their mental health, behaviour and education.

### **Procedures to follow in the event of concern:**

Staff are in contact with children all day and are in a position to detect possible abuse or seek Early Help. The criteria is that they have 'reasonable suspicion' and under the Children Act, 1989 and Children Act 2004, this definition has been extended to include 'or may suffer in future'.

It is very important in these cases that prompt and correct procedures are followed as shown on Bradford Schools Online procedures and the flowcharts in appendix 3.



Staff will be informed of the correct procedures by the Designated Safeguarding Leader or other appropriate member of safeguarding team.

Staff have an important role in hearing what children have to say. The school can provide a neutral place where the child feels it is safe to talk. Sensitivity to the disclosure is vital. Staff must listen carefully to what the child is saying, treat it seriously, and value what they say. Fear of the consequences of telling is very common. It can be very tempting to offer a promise of confidentiality to the child. This is not realistic. The child needs to hear the truth about what will happen, together with a commitment to support the child. Our role is to enable the child to speak and then know what to do next.

A record of children that have been the subject of Social Services or Child Protection Referral is kept securely. These records include all children, who, for whatever reason, need to be monitored. Staff are kept informed of any child in their class who is on this register if it is considered relevant.

In the event of a member of the Safeguarding team not being available to deal with an emergency involving Child Protection issues, then the adult must speak to someone at Children's Social Care Initial Contact Point on **01274 437500** or **01274 431010** for advice.

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 by raising concerns again with the Safeguarding team. Concerns should always lead to help for the child at some point.

Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Services, or the police if:

- the situation is an emergency and the designated senior person, their alternate and the Headteacher are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.

Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headteacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact Children's Services directly with their concerns.

### **Signs and Symptoms**

This is intended as a guide. Please remember that the presence of one or more factors does not necessarily give proof that child abuse has occurred. It may, however, indicate that investigation should take place.

- Unexplained delay in seeking treatment which is needed
- Incompatible explanations
- Constant minor injuries
- Unexplained bruising:
  - Bruise marks in or around the mouth



- Black eyes, especially if both eyes are black and there are no marks to forehead or nose
- Grasp marks
- Finger marks
- Bruising of the ears
- Linear bruising (particularly buttocks or back)
- Differing age bruising
- Bite marks
- Burns and scalds
- Cigarette burns
- General physical disability
- Unresponsiveness in the child
- Soiling and wetting
- Change in behavioural patterns
- 'Frozen' look
- Attention seeking
- Apprehension
- Antisocial behaviour
- Unkempt appearance
- Sexually precocious behaviour
- Sexualised drawings and play
- Sudden poor performance in school
- Poor self-esteem
- Self-mutilation
- Withdrawal
- Running away
- Reluctance to return home after school
- Resistance to PE (undressing)
- Resistance to school medicals
- Difficulty in forming relationships
- Confusing affectionate displays
- Poor attendance – repeated infections etc.

## **Roles and Responsibilities**

### **All staff**

All staff will be provided with Part 1 and 5 of KCSiE at the start of each school year (or during induction on joining if later) and they are required to sign to confirm they have read and understood the content of the document. All staff are entitled to raise concerns directly with Children's Social Care Services. A flow chart setting out how and who to make referrals to for staff is at Appendix 3. All staff have a responsibility to provide a safe environment in which children can learn



All staff members, governors, volunteers, and external providers know how to recognise signs and symptoms of abuse, how to respond to pupils who make a disclosure and what to do if they are concerned about a child. They are aware that behaviours and physical signs linked to behaviours that put children in danger. All staff know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality.

### **The Designated Safeguarding Leader's (DSL)**

The DSLs role is to follow the procedures set out on Bradford Schools Online by the Bradford Safeguarding Children Board. This teacher will work in conjunction with the head teacher to ensure that referrals are dealt with efficiently and that all contacts are recorded. It is the duty of the Designated Safeguarding Leader to attend case conference reviews, inform the head teacher of review dates if it is considered more appropriate for the head teacher to attend and collate any reports required for a review.

### **The head teacher**

The HT also has a crucial role to take in a Child Protection referral. The head teacher will be available for consultation and advice at all stages of a referral. The head teacher will take a supervisory role in the procedure of a referral and will be available to attend reviews, with or without the designated teacher should it be deemed appropriate.

### **The governing body**

Approves the school's Child Protection Policy, review the policy annually, monitor and evaluate its effectiveness and be satisfied that the policy is being implemented. The governing body should ensure that a designated teacher and a nominated governor for child protection are in place. The governing body should recognise the importance of the designated teacher and perform a supporting role. The governing body should satisfy itself that the designated person receives the relevant training. It recognises the important role that the school plays in teaching children self-protection skills and the encouragement of responsible attitudes to adult life through the Personal, Social, Health, Citizenship Education curriculum. The governing body will ensure that there are safe and effective recruitment and discipline policies which comply with the 'Safer recruitment policy'.

### **The nominated governor for child protection**

will be familiar with the Bradford and Airedale Child Protection Committee's procedures, Education Bradford procedures and guidance issued by the Department for Education and Skills. The nominated governor will work with the designated safeguarding lead to produce and review the child protection policy and procedures. It will be the duty of the nominated governor to liaise with relevant agencies if any allegations are brought against the school or staff. The nominated governor will undertake any necessary training. The nominated governor will ensure that child protection is an annual agenda item for governing body consideration.

For reasons of confidentiality the governing body or the nominated governor will not be given details that relate to specific child protection referrals.



## APPENDIX 1 – FURTHER GUIDANCE

- **Keeping Children Safe in Education** – Statutory guidance for schools and colleges (September **2021**)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/912592/Keeping\\_children\\_safe\\_in\\_education\\_Sep\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2021.pdf)
- **Working Together to Safeguard Children, 2018 with 2019 updates** (Statutory guidance)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/779401/Working\\_Together\\_to\\_Safeguard-Children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf)
- **Children Act 1989** (as amended **2004** Section 52)  
<http://www.legislation.gov.uk/ukpga/1989/41/contents>
- **Statutory guidance on children who run away or go missing from home or care – January 2014**  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/307867/Statutory\\_Guidance\\_-\\_Missing\\_from\\_care\\_3.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/307867/Statutory_Guidance_-_Missing_from_care_3.pdf)
- **What to do if you're worried a child is being abused – March 2015**  
[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](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)
- **Information Sharing** - Advice for practitioners providing safeguarding services to children, young people, parents and carers – **July 2018**  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/721581/Information\\_sharing\\_advice\\_practitioners\\_safeguarding\\_services.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf)
- **Guidance for safer working practice for those working with children and young people in education settings** (Safer Recruitment Consortium **October 2015**)  
<https://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>
- **Bradford Safeguarding Children Board Procedures** <http://bradfordscb.org.uk/>
- **Education Act 2002** s175/s157  
<http://www.legislation.gov.uk/ukpga/2002/32/contents>
- **The Teachers Standards' June 2013**  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/665520/Teachers\\_Standards.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers_Standards.pdf)
- **The Counter-Terrorism and Security Act 2015** (section 26 The Prevent Duty)  
[http://www.legislation.gov.uk/ukdsi/2015/9780111133309/pdfs/ukdsiod\\_9780111133309\\_en.pdf](http://www.legislation.gov.uk/ukdsi/2015/9780111133309/pdfs/ukdsiod_9780111133309_en.pdf)
- **Prevent Duty 2015**  
[http://www.legislation.gov.uk/ukdsi/2015/9780111133309/pdfs/ukdsiod\\_9780111133309\\_en.pdf](http://www.legislation.gov.uk/ukdsi/2015/9780111133309/pdfs/ukdsiod_9780111133309_en.pdf)
- **Female Genital Mutilation Act 2003**  
[http://www.legislation.gov.uk/ukpga/2003/31/pdfs/ukpga\\_20030031\\_en.pdf](http://www.legislation.gov.uk/ukpga/2003/31/pdfs/ukpga_20030031_en.pdf)



- **Serious Crime Act 2015**  
[http://www.legislation.gov.uk/ukpga/2015/9/pdfs/ukpga\\_20150009\\_en.pdf](http://www.legislation.gov.uk/ukpga/2015/9/pdfs/ukpga_20150009_en.pdf)
- **Children Missing Education** – Statutory guidance for local authorities (DfE **September 2016**)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550416/Children Missing Education -  
\\_statutory\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf)
- **Disqualification Under the Childcare Act 2006 (August 2018)**  
<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006>
  - Appendices to this updated **2018**:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/741597/APPENDICES-  
Disqualification under the childcare act statguidance\\_4\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741597/APPENDICES-Disqualification_under_the_childcare_act_statguidance_4_.pdf)
- **Statutory Framework for the Early Years Foundation Stage 2017**  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596629/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)
- **Staffing and Employment Advice for Schools (September 2018)**  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/738024/Staffing and employment advice for-schools-18.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/738024/Staffing_and_employment_advice_for-schools-18.pdf)
- **Sexual Violence and Sexual Harassment Between Children (May 2018)**  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/719902/Sexual\\_violence\\_and\\_sexual\\_harassment\\_betw  
een\\_children\\_in\\_schools\\_and\\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)
- **Preventing and Tackling Bullying (July 2017)**  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)
- **Child Sexual Exploitation (February 2017)**  
[https://www.gov.uk/government/publications/child-sexual-exploitation-  
definition-and-guide-for-practitioners](https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners)
- **Forced Marriage Guidance** <https://www.gov.uk/guidance/forced-marriage>
- **National action plan to tackle child abuse linked to faith or belief**  
[https://www.gov.uk/government/publications/national-action-plan-to-tackle-  
child-abuse-linked-to-faith-or-belief](https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief)
- **Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (February 2019)**  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/781150/Draft\\_guidance\\_Relationships\\_Education\\_Rel  
ationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education\\_2.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education_2.pdf)
- **Teaching Online Safety in School (June 2019)**  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attach  
ment\\_data/file/811796/Teaching\\_online\\_safety\\_in\\_school.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf)



## APPENDIX 2 – FURTHER INFORMATION-HSB

Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing. Recent DfE guidance situates sexual violence, sexual harassment and harmful sexual behaviour in the context of developing a whole-school safeguarding culture, where sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing up. It should be recognised that these issues are likely to occur, and so schools should have procedures in place to deal with them. Groups at particular risk include girls, students who identify as Lesbian, Gay, Bisexual, Transgender+ (LGBT+), or are perceived by peers to be LGBT+, and pupils with SEND. We also have a statutory duty to report and record any incidents of 'Upskirting'.

The appropriate safeguarding lead person should be familiar with the full 2020 guidance from the UK Council for Internet Safety (UKCIS), *Sharing nudes and semi-nudes: advice for education settings working with children and young people*:

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

It is important that schools record incidents across the whole spectrum of sexual violence, sexual harassment, and harmful sexualised behaviours so that they can understand the scale of the problem in their own schools and make appropriate plans to reduce it. For more guidance go to:

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges> (May 2018)

The guidance covers: what sexual violence and harassment is, schools' legal responsibilities, a whole school approach to safeguarding and child protection and how to respond to reports of sexual violence and sexual harassment.

All such incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and managed in line with child protection policies. Victims of harm should be supported by the school's pastoral system.

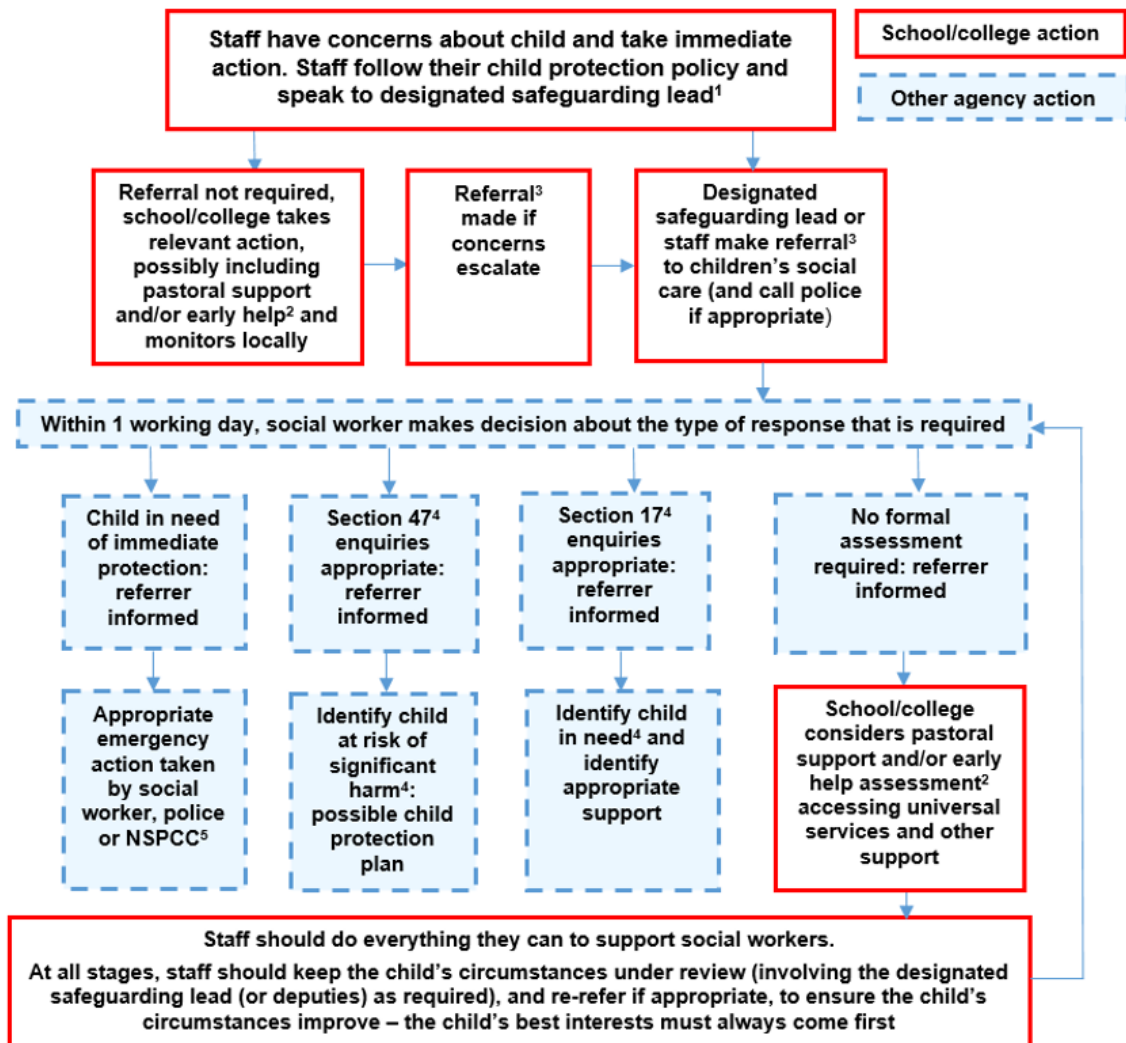
A bespoke helpline is available for children and young people who have experienced abuse at school, and for worried adults and professionals who may need support and guidance. If they are concerned about something, they can contact the NSPCC helpline Report Abuse in Education on 0800 136 663 or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).



### APPENDIX 3: FLOW CHART OF PROCEDURES

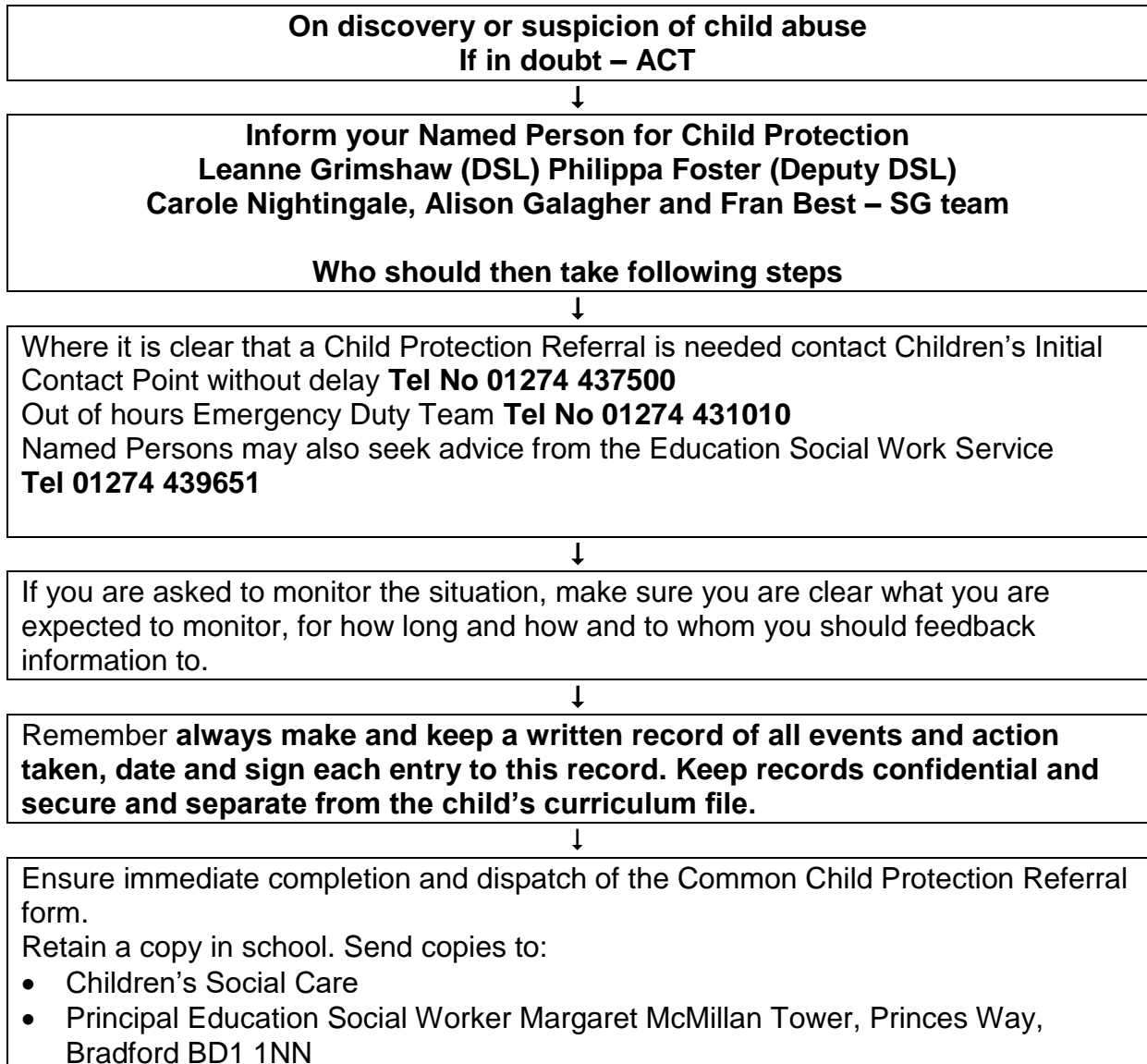
#### Child Protection Procedures Flow Chart

On the discovery or suspicion of child abuse the following procedures should be followed (Keeping Children Safe in Education 2021):





## Child Protection Procedures Flow Chart



### **USEFUL TELEPHONE NUMBERS**

Children's Social Care Initial Contact Point: 01274 437500

Emergency Duty Team: 01274 431010

