

# Benjamin Britten School



## Child Protection and Safeguarding Policy

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## 1. CONTACTS

ROLE	NAME	CONTACT DETAILS
Senior Designated Safeguarding Lead (SDSL)	Imogen Thurbon- Assistant Head teacher	01502 582312 ext 246
Alternate DSL	Andy George - Assistant Head teacher	01502 582312 ext 258
Other contactable DSL(s) on school site and/or deputy DSL(s):	Kath Jenkins – Assistant Head teacher Anna Ridley - Assistant Head teacher Kim Armon - Assistant Head teacher Alex Knights Year 11 Katie Brown Year 11 Naomi Wright Year 8 Rachael Banns Year 9 Lisa Siddel Year 10 Linda Barrett Year 7 Christine Overy Year 9 Sarah Reynolds Year 7 Jerrie Poole – SENDco Aaron Cook – Online safety DSL Jane Carter – Legal and Compliance Anna Stanley - Legal and Compliance Ashleigh Montgomery – RHSE	01502 582312
Designated member of senior Leadership team if DSL (and deputy) cannot be on site	Anna Ridley Kath Jenkins	01502 582312
Headmaster	J McAtear	01502 582312
Local authority Designated officer (LADO)	Simon Hope	<a href="mailto:LADO@suffolk.gov.uk">LADO@suffolk.gov.uk</a> 0300 123 2044

Safeguarding Link Governor	Sarah Jarrett	office@benjaminbritten.school
Designated Teacher for Children in Care	Aaron Cook	01502 582312
Chair of Trustees	Marion Ravenhill	office@benjaminbritten.school

## 2. PURPOSE

The purpose of Benjamin Britten Academy's Child Protection and Safeguarding Policy is to ensure every child who is a registered student at our school is safe and protected from harm. This policy will give clear direction to staff, volunteers, visitors and parents about the expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interest** of the child.

(Keeping Children Safe in Education)

## 3. OUR ETHOS

Our school will establish and maintain an environment where our students feel secure, are encouraged to talk and are listened to. We recognise the moral and statutory responsibility placed on all staff to safeguard and promote the welfare of all children. We aim to provide a safe and welcoming environment in which children can learn

Children at our school will be able to talk freely to any member of staff or regular visitor to our school if they are worried or concerned about something.

All staff and regular visitors will, either through training or induction, know how to recognise a disclosure from a child and they will know how to manage this. We will not make promises to any child, and we will not keep secrets. Every child will know what their chosen adult will have to do with whatever they have been told.

Benjamin Britten Music Academy will endeavour to provide activities and opportunities within the whole school culture and curriculum that will equip our children with the skills they need to stay safe. This will also be extended to include material that will encourage our children to develop essential life skills.

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies.

## 4. INTRODUCTION

The governing body recognises the need to ensure that it complies with its duties under legislation and this policy has regard to statutory guidance, Keeping Children Safe in Education (KCSiE), Working Together to Safeguard Children and locally agreed inter-agency procedures put in place by Suffolk Safeguarding Partnership Board.

This policy will be reviewed annually, as a minimum, and will be made available publicly via the school website or on request.

Policy led by: IT

Reviewed: November 2022

Next review: November 2023

Our school fully recognises the contribution it can make to protect children from harm and to support and promote the welfare of all children who are registered students at our school. The key elements of our policy are prevention, protection and support.

Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

This policy is for all staff, parents, governors, volunteers, supply staff and contractors and the wider school community. It forms part of the child protection and safeguarding arrangements for our school and is one of a suite of policies and procedures which encompass the safeguarding responsibilities of the In particular, this policy should be read in conjunction with the school's Staff Code of Conduct (including Acceptable Use of ICT), , Online Safety Policy, Behaviour and Anti-Bullying Policy, and procedures, and Part Five of KCSiE, copies of which are electronically provided to all staff on induction.

These documents are available via the following links:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/942454/Working\\_together\\_to\\_safeguard\\_children\\_inter\\_agency\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf)

## 5. STATUTORY FRAMEWORK

Section 175 of the Education Act 2002 (as amended) in the case of maintained schools and pupil referral units<sup>1</sup>, Section 157 of the Education Act 2002 (as amended) and the Education (Independent School Standards) Regulations 2014 for independent schools (including academies and free schools), the Non-Maintained Special Schools (England) Regulations 2015, and the Apprenticeships, Skills, Children and Learning Act 2009 (as amended) for post 16 education providers, place a statutory duty on governing bodies and proprietors to have policies and procedures in place that safeguard and promote the welfare of children and young people who are pupils of the school which must have regard to any guidance given by the Secretary of State.

In accordance with statutory guidance, Working Together to Safeguard Children 2018, local safeguarding arrangements must be established for every local authority area by the three safeguarding partners (Local Authority, Police and Clinical Commissioning Groups). All three partners have equal and joint responsibility for a range of roles and statutory functions including developing local safeguarding policy and procedures and scrutinising local arrangements. In Suffolk, all schools have been named by the Suffolk Safeguarding Partnership (SSP) as relevant agencies, this means staff in schools must work in accordance with the multi-agency procedures developed by the Suffolk Safeguarding Partnership (SSP) which can be found on their website at: <https://suffolksp.org.uk/>.

## 6. ROLES AND RESPONSIBILITIES

### Governing Body

The governing body has a strategic leadership responsibility for the school's safeguarding arrangements and must ensure that they comply with their duties under legislation. The governing body has a legal responsibility to make sure that there are appropriate policies and procedures in place, which have regard to statutory guidance, in order for appropriate action to be taken in a timely manner to safeguard and

promote children and young people's welfare. The governing body will also ensure that the policy is made available to parents and carers by publishing this on the school website or in writing if requested.

The governing body will ensure they facilitate a whole school approach to safeguarding. This means involving everyone in the school and ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, and that all systems, processes and policies are transparent, clear and easy to understand and operate with the best interests of the child at their heart.

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

The governing body will ensure that the school contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children and that the school's safeguarding arrangements take into account the procedures and practice of the locally agreed multi-agency safeguarding arrangements in place.

The governing body will ensure that, as a minimum, the following policies are in place to enable appropriate action to be taken to safeguard and promote the welfare of children and young people as appropriate:

- online safety,
- behaviour, including measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- special educational needs and disability
- supporting pupils in school with medical conditions
- staff code of conduct (which also include the procedures that will be followed to address low-level concerns and allegations made against staff, and acceptable use of IT, including the use of mobile devices and communications, including the use of social media.
- procedure for responding to children who go missing from education, particularly on repeat occasions.

It is the responsibility of the governing body to ensure that staff and volunteers are properly vetted to make sure they are safe to work with the pupils who attend our school and that the school has procedures for appropriately managing safeguarding allegations made against members of staff (including the headteacher, supply teachers, contractors, and volunteer helpers).

The governing body will ensure that there is a named governor for safeguarding, a Designated Safeguarding Lead (DSL) who is a senior member of the leadership team and has lead responsibility for safeguarding and child protection, and a designated teacher to promote the educational achievement of children in care or previous children in care (looked after, or previously looked after children), and will ensure that these people have the appropriate training.

The governing body/proprietor will have regard to their obligations under the Human Rights Act 1998 and the Equality Act 2010 (including the Public Sector Equality Duty).

## **Headmaster**

At Benjamin Britten Music Academy the Headmaster is responsible for identifying a senior member of staff to be the Safeguarding Designated Lead. Through appropriate training, knowledge and experience our

Safeguarding Designated Leads will liaise with Children's Services and other agencies where appropriate and make referrals to Children's Services.

The headmaster will ensure that the policies and procedures adopted by the governing body are fully implemented and that sufficient resources, time and training are provided to enable staff members to discharge their safeguarding responsibilities and contribute effectively to a whole school approach to safeguarding.

The headmaster along with the senior leadership team will be responsible for ensuring a culture of safety and ongoing vigilance that fosters the belief that 'it could happen here'

### **Senior Designated Safeguarding Lead (SDSL)**

The Senior Safeguarding Designated Lead at Benjamin Britten Music Academy is currently Assistant Headteacher Ms Imogen Thurbon, Head of Upper School.

The SDSL will take lead responsibility for safeguarding and child protection (including online safety). This will be made explicit in the role-holder's job description. (The broad areas of responsibility and activities related to the role of the DSL are set out in Annex C of KCSiE).

The SDSL will have the appropriate status, authority, time, funding, training, resources and support they need to carry out the duties of the post effectively.

The SDSL and any alternate DSLs will provide advice and support to staff in school and will liaise with the local authority and work with other agencies in line with Working Together to Safeguard Children.

During term time, the SDSL and/or an alternate should always be available during school hours for staff to discuss any safeguarding concerns. The DSL will make arrangements for adequate and appropriate cover arrangements for any out of hours/out of term time activities.

The SDSL will undergo training to provide them with the knowledge and skills to carry out the role. This training will be updated annually.

The SDSL will liaise with the headteacher to inform them of issues and in particular ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

Some safeguarding activities may be delegated to DSLs, but the SDSL will retain ultimate lead responsibility for safeguarding and child protection.

### **Designated Safeguarding leads (DSLs)**

The DSL's will take lead responsibility for safeguarding and child protection across specific areas of the school including Year teams, online safety, legal and compliance and strategic direction/culture. They will take part in strategy discussions and inter-agency meetings and contribute to the assessment of children.

They will advise and support other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as the local authority and police.

The main purpose of the DSL role is as follows:

#### **Managing referrals**

- Refer cases of suspected abuse and neglect to the local authority children's social care
- Support staff who make referrals to the local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern
- Support staff who make referrals to the Channel programme

- Refer cases to the Disclosure and Barring Service where a person is dismissed or leaves due to risk or harm to a child
- Refer cases to the police where a crime may have been committed

### **Working with staff and other agencies**

- Act as a source of support, advice and expertise for all staff
- Act as a point of contact with the safeguarding partners
- Inform the headteacher of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations, and the requirement for pupils to have an appropriate adult
- Liaise with the case manager and the local authority designated officer(s) (LADO) for child protection concerns (in cases which concern a staff member this will be the Senior Designated Safeguarding Lead)
- Liaise with staff on matters of safety, safeguarding and welfare (including online and digital safety), and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by:
  - Knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced
  - Identifying the impact that these issues might be having on children's attendance, engagement and achievement at school
  - Ensuring the school knows which children have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort
  - Supporting teaching staff to provide additional academic support or reasonable adjustments to help these children reach their potential

### **Managing the child protection file**

- Ensure child protection files are kept up to date
- Keep information confidential and store it securely
- Make sure records include:
  - A clear and comprehensive summary of the concern
  - Details of how the concern was followed up and resolved
  - A note of any action taken, decisions reached and the outcome
- Ensure files are only accessed by those who need to see them, and that where a file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education (KCSIE)
- Where children leave the school (including in year transfers):
  - Ensure their child protection file is securely transferred to the new school as soon as possible, separately from the main pupil file, with a receipt of confirmation, and within the specified time set out in KCSIE



- Consider whether it would be appropriate to share any additional information with the new school before the child leaves, to help them put appropriate support in place

### **Raising awareness**

- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff
- Work with the governing board to ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
- Ensure the child protection policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- Help promote educational outcomes by sharing information with teachers and school leadership staff about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing
- Lead on specific safeguarding areas and create interventions programmes

### **Training**

- Undergo training (at least every 2 years) to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE, including those outlined in the 'Training, knowledge and skills' section of annex C
- Undertake Prevent awareness training
- Refresh knowledge and skills at regular intervals and at least annually

### **Providing support to staff**

- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters
- Support staff during the referrals process
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support

### **Understanding the views of children**

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

### **Holding and sharing information**

- Understand the importance of information sharing, both within the school, with other schools and colleges on transfer, and with the safeguarding partners, other agencies, organisations and practitioners
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
- Keep detailed, accurate, secure written records of concerns and referrals

The DSL's will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

During term time, the DSL's should always be available during school hours for staff in the school to discuss any safeguarding concerns. Ideally this will be in person but can also be via phone or video call in exceptional circumstances.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the DSL will carry out. The postholder may be required to do other duties appropriate to the level of the role.

These may include:

- Managing referrals from academy staff or any others from outside the academy;
- Working with external agencies and professionals on matters of safety and Safeguarding;
- Undertaking relevant training and attending update sessions;
- Raising awareness of Safeguarding and child protection amongst the staff and parents; and ensuring that child protection information is transferred to the pupil's new school/academy;
- Ensuring that the academy have a nominated governor to liaise with the Designated Lead for Suffolk and any partner agencies in the event of allegations of abuse made against the principal
- Ensuring all staff receive the appropriate training, and keep it up to date, in line with advice from Suffolk County Council.
- Notifying the Children's Social Care department if there are concerns over unexplained absences of a pupil;
- Informing the local authority when a private fostering arrangement is in place
- Managing security within the academy and reviewing it annually;
- Ensuring that important policies, such as those for behaviour and bullying, are kept up to date;
- Keeping up to date all child records;
- Have an overview of the numbers of Safeguarding and child protection referrals made from the principal, who reports (anonymously), to the Governing body termly and annually about the academy Safeguarding activity over the previous term/year.
- Having in place effective ways to identify emerging problems and potential unmet needs for individual children and families;
- Ensuring that the curriculum makes best use of Citizenship and PSHE opportunities to cover Safeguarding issues with children; Child Protection & Safeguarding Policy
- Ensuring at least one person on any appointment panel has undertaken safer recruitment training.
- Ensuring the adherence to statutory responsibilities to check staff working with children, taking proportionate decisions on whether to ask for checks beyond what is required; and ensuring volunteers are appropriately supervised.
- Ensuring procedures are in place to handle allegations against members of staff and volunteers.
- Ensuring there are procedures in place to handle allegations against other children.
- Ensuring that there is support available for staff involved in difficult child protection cases/incidents both at the academy and externally through counselling and/or other services.
- Creating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and in the academy's development;
- Ensuring through the Safeguarding curriculum that students know the process of raising a concern (about themselves or a friend/other), that they know the academy's Designated Safeguarding Lead (and deputy), and are aware of other support mechanisms such as ChildLine etc.
- Appointing a Designated Safeguarding Lead to promote the educational achievement of children who are Looked After and to ensure that this person has appropriate training.
- Making this policy available to parents and carers as appropriate;
- Ensuring that our staff are competent to carry out their responsibilities for Safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their Safeguarding role;
- Ensuring all staff have regular reviews of their own practice to ensure they improve over time;
- Ensuring all records are kept up to date and secure and kept separately from the main student file in a locked location.

## All staff

All staff have a responsibility to provide a safe environment in which children can learn.

All staff working directly with children must read and ensure they understand at least Part One of KCSiE. Those staff that do not work directly with children must read and ensure they understand either at least Part One or Annex A of KCSiE.

All academy staff are responsible for:

- Knowing who the academy's Designated Safeguarding Leads (DSL's) are;
- Raising any concerns with the Designated Safeguarding Lead. 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. Anyone can make this referral.
- Completing a written safeguarding concern form when making a referral. Staff should be clear that this should be done immediately, always on the same day.
- Being alert to the signs of abuse and their need to refer any concerns to the designated staff member;
- Maintaining an attitude of 'it could happen here'. When concerned about the welfare of a child, staff members should always act in the interests of the child.
- Knowing the academy's procedures for dealing with children who go missing from education, particularly on repeat occasions, and reporting any such concerns to the Designated Lead. Listening to, and seeking out, the views, wishes and feelings of children and young people; Sharing information and working together to provide children and young people with the help they need;
- Referring to the Headmaster any concerns about another member of staff, or if the concerns are about the Headmaster, referring them to the chair of governors
- Raising concerns about poor or unsafe practice and potential failures in the academy's safeguarding regime through the academy's Whistle Blowing Policy.
- Being aware of Suffolk's Safeguarding Procedures; <https://suffolksp.org.uk/>

All staff must ensure they are familiar with the systems within school which support safeguarding, including the child protection and safeguarding policy, the code of conduct/staff behaviour policy, the behaviour policy, the safeguarding response to children who go missing from education, and the role of the DSL (including the identity of the DSL and any deputies). These will be explained to all staff on induction.

All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. All staff should maintain a belief that 'it could happen here' where safeguarding is concerned and if staff have any concerns about a child's welfare they must act on them immediately.

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

All staff should know what to do if a child tells them he/she is being abused, neglected or exploited, and/or is otherwise at risk of involvement in criminal activity, such as knife crime, or involved in county lines drug dealing.

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

All staff should be aware of the [early help process](#) and understand their role within it. This includes providing support as soon as a problem emerges, liaising with the DSL, and sharing information with other professionals in order to support early identification and assessment, focussing on providing interventions to avoid escalation of worries and needs (see Section 12: Information Sharing). In some cases, staff may be asked to act as the lead professional in undertaking an early help assessment.

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

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (SEN) (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, 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 or domestic abuse
- is misusing alcohol and other drugs themselves
- has returned home to their family from care
- is at risk of 'honour'-based abuse such as Female Genital Mutilation (FGM) or forced marriage
- is a privately fostered child
- is persistently absent from education, including persistent absences for part of the school day

Knowing what to look out for is vital to the early identification of abuse and neglect and specific safeguarding issues such as child criminal exploitation and child sexual exploitation. If staff are unsure, they should always speak to the DSL (or deputy). If in exceptional circumstances the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from children's social care. In these circumstances, any action taken should be shared with the DSL as soon as is practically possible.

## 7. TRAINING

The governing body will ensure that all staff receive appropriate safeguarding and child protection training (including online safety) which is regularly updated and [in line with advice from SSP](#). In addition, all staff members will receive regular safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, staff meetings) as required, but at least annually, to provide them with relevant skills and up to date knowledge of emerging and evolving safeguarding issues to safeguard children effectively. Additional training is also provided throughout the year through the National college all CPD is accredited.

All new staff members will undergo safeguarding and child protection training at induction. This will include training on the school's safeguarding and child protection policy, online safety, the code of conduct/staff behaviour policy, the behaviour policy, the safeguarding response to children who go missing from education, and the role of the designated safeguarding lead. Copies of the school's policies, procedures and Part One of KCSiE (or Annex A for those staff who do not work directly with children)<sup>2</sup> will be provided to new staff at induction.

The governing body will ensure that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.

The SDSL will ensure that an accurate record of safeguarding training undertaken by all staff is maintained and updated regularly.

In considering safeguarding training arrangements the governing body/proprietor will also have regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment, and require teachers to have a clear understanding of the needs of all pupils.

Every member of staff will undertake appropriate safeguarding training every two years. The Designated Safeguarding Leads, the alternate designated members of staff and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend Suffolk Safeguarding Children's Board - *Designated Safeguarding Lead training* and multi-agency training – *working together to safeguard children*. This training will be updated every year. In addition to this the Senior Designated Professional will also attend the *Train the Trainer Safeguarding Children in Education* or an equivalent course every year.

Our Governing Body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all the children at our school. We will do this in a number of ways. The named Governor for safeguarding will attend updated training through SSP and The National college.

## **8. RECOGNISING CONCERNS – SIGN AND INDICATORS**

All staff should be aware of indicators of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection. Staff should be aware that children can be at risk of harm inside and outside of school, inside and outside of home and online. Staff should exercise professional curiosity and know what to look for as this is vital for the early identification of abuse or neglect.

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

There will be occasions when staff may suspect that a student may be at risk but have no 'real' evidence. In these circumstances, staff will give the student the opportunity to talk.

All staff should consider whether children might be at risk of abuse or exploitation in situations outside their families – harms take a variety of different forms and children can be vulnerable to multiple harms including sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

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

In all cases, if staff are unsure, they should always speak to the DSL.

## **9. EARLY HELP**

At Benjamin Britten Music Academy staff are trained in recognising the signs of Child Abuse and Extremism and are committed to and know the benefit of Early Help as a way of supporting families and

young people before their needs become acute and Social Care or another specialist intervention may be necessary.

The Academy has a range of robust safeguarding procedures in place, which puts the safety and protection of children at the heart of any decisions

The primary aim of the school's Early Help systems is to try to intervene early with families before it gets to the stage when a child may be at risk of harm.

The school will always involve the family in all Early Help strategies, and most will only be put in place with their permission. The school will aim to work with families in a supportive, non-judgemental way so that trust is built up and the best possible outcomes achieved.

Staff and volunteers working within the academy should be alert to the potential need for early help for children. Staff and volunteers should consider following the procedures identified for initiating early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs;
- is a young carer;
- Child in care or Previously Child in care
- is showing signs of engaging in anti-social or criminal behaviour;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence;
- has returned home to their family from care; and/or ▪ is showing early signs of abuse and/or neglect.

## 10. INDICATORS OF ABUSE AND NEGLECT

Abuse is defined as 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. 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. They may be abused by an adult or adults or another child or children.

**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.

The physical signs of abuse may include:

unexplained bruising, marks or injuries on any part of the body;  
multiple bruises- in clusters, often on the upper arm, outside of the thigh;  
cigarette burns;  
human bite marks;  
broken bones;  
scalds, with upward splash marks;  
multiple burns with a clearly demarcated edge

Changes in behaviour that can also indicate physical abuse:

fear of parents being approached for an explanation;  
aggressive behaviour or severe temper outbursts;  
flinching when approached or touched;  
reluctance to get changed, for example in hot weather;  
depression;

withdrawn behaviour;  
running away from home.

Most children will collect cuts, bruises and injuries and these should always be interpreted in the context of the child's medical and social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental. Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child 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.

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive and grow. However, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- neurotic behaviour e.g. sulking, hair twisting, rocking;
- being unable to play;
- fear of making mistakes;
- sudden speech disorders;
- self-harm;
- fear of parent being approached regarding their behaviour;
- developmental delay in terms of emotional progress

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). 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 (also known as child-on-child abuse) in education and all staff should be aware of it and of the school's procedures for dealing with it.

The physical signs of sexual abuse may include:

- pain or itching in the genital area;
- bruising or bleeding near genital area;
- sexually transmitted disease;
- vaginal discharge or infection;

- stomach pains;
- discomfort when walking or sitting down;
- pregnancy

Changes in behaviour which can also indicate sexual abuse include:

- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn;
- fear of being left with a specific person or group of people;
- having nightmares;
- running away from home;
- sexual knowledge which is beyond their age, or developmental level; sexual drawings or language;
- bedwetting;
- eating problems such as overeating or anorexia;
- self-harm or mutilation, sometimes leading to suicide attempts;
- saying they have secrets they cannot tell anyone about;
- substance or drug abuse;
- suddenly having unexplained sources of money;
- not allowed to have friends (particularly in adolescence);
- acting in a sexually explicit way towards adults.

**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 as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

It may include a failure 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);
- ensure access to appropriate medical care or treatment;
- neglect of, or unresponsiveness to, a child's basic emotional needs

It can be difficult to recognise neglect. However, its effects can be long term and damaging for children.

The physical signs of neglect may include:

- Being constantly dirty or 'smelly'
- constant hunger, sometimes stealing food from other children;
- losing weight, or being constantly underweight;
- inappropriate or dirty clothing

All staff have undergone training around all these areas of abuse within the *Introduction to Safeguarding* course run by the school in conjunction with Suffolk County Council and Schools Choice this training is updated every 2 years. The training outlines, recognises and responds to any concerns where any form of abuse may be or have occurred.

## Harm

Harm is the ill-treatment or impairment of health and development including, for example, impairment suffered from seeing or hearing the ill-treatment of another, intellectual, emotional, social, or behavioural development.

All staff have undergone training within the *Introduction to Safeguarding* course run by the school, this training is updated every 2 years. The training outlines, recognises and responds to any concerns where any form of abuse may be or have occurred.



## 11. SPECIFIC SAFEGUARDING ISSUES

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as of drug taking and/or alcohol abuse, deliberately missing education, serious violence (including that linked to county lines) and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk. Other safeguarding issues all staff should be aware of include:

## 12. CHILD-ON-CHILD ABUSE

**Child on Child abuse is never tolerated at Benjamin Britten Academy, and we have a zero-tolerance approach. We will never tolerate a culture of unsafe and unacceptable behaviours.**

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 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.

All staff should understand, that even if there no reports in school it does not mean it's 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 the DSL (or deputy).

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

Statistics recognise that it is more than likely girls will be victims and boys' perpetrators, but all child on child abuse is unacceptable and will be taken seriously regardless of gender.

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Consensual and non-consensual sharing of nudes and semi nudes images and or videos<sup>3</sup> (also known as sexting or youth produced sexual imagery)
- 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)

All staff have undergone Child on Child abuse training within the *Introduction to Safeguarding* course run by the school, this training is updated every 2 years. The training outlines, recognises and responds to any concerns where Child on Child abuse may be or have occurred. Staff should be aware that safeguarding

incidents and/or behaviours can be associated with factors outside the academy and/or can occur between children outside of these environments.

All staff, but especially the Designated Safeguarding Leads (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 exploitation, criminal exploitation, and serious youth violence.

We will minimise the risk of Child on Child abuse by maintaining an inclusive learning environment where diversity is celebrated, raising awareness through our rich curriculum /life lessons/ wellbeing programme/ Assemblies/ form time and RHSE curriculum.

At Benjamin Britten Academy we believe that all children have a right to learn in a safe environment. Children should be free from harm by adults in the academy and other pupils and children. We recognise that some children/pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the academy's behaviour policy

Allegations may be made against children/pupils by others in the academy, which are of a Safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil or where there is an imbalance of power within their relationships
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the academy
- indicates that other pupils may have been affected by this student
- indicates that young people outside the academy may be affected by this student
- is made between pupils of the same age and possibly within the same friendship group.

We will support the victims and offenders of Child on Child abuse by working closely with them using our mentoring programme and may work in conjunction with external agencies. Where appropriate, we will complete risk assessments in response to allegations in order to establish next steps and how to support the children/pupils involved.

Any incidents of Child on Child abuse are taken extremely seriously and may be reported by pupils, staff or members of the public. Any allegation is confidential and must be recorded using the academy's safeguarding procedures to the Year Team Designated Safeguarding Lead immediately using the School's MIS System or pink safeguarding recording form. The Year Team DSL will discuss any allegation with the Senior DSL/ Assistant Head teacher or Headmaster. Appropriate actions may be taken with external agencies, police and parents/ guardians and are completed in a timely manner. Further actions may be taken against the offender in conjunction with the academy's behaviour policy.

All staff have undergone Child on Child abuse training within the *Introduction to safeguarding* course run by the Academy, this training is updated every 2 years. The training outlines, recognises and responds to any concerns where abuse may be or have occurred. This is enhanced by the accredited training run through the National College which all staff complete every 2 years.

All staff should be clear about the school's policy and procedures with regards 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.

### **13. SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN IN SCHOOLS AND COLLEGES**

The departmental advice, when referring to sexual violence refers to sexual offences as described under the Sexual Offences Act 2003. This includes: rape, assault by penetration and sexual assault. The advice sets out that sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. It is likely to violate a child's dignity, and/or makes them feel intimidated, degraded or humiliated and/or creates a hostile, offensive or sexualised environment.

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

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

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

Any incidents of harmful sexual behaviour are taken extremely seriously and may be reported by pupils, staff or members of the public. Any allegation must be recorded using the academy's safeguarding procedures to the Year Team Designated Safeguarding Lead immediately using the School's MIS System or pink safeguarding recording form. The Year Team DSL will discuss any allegation with the Senior DSL/ Assistant Head teacher or Headmaster. Appropriate actions may be taken with external agencies, police and parents/ guardians and are completed in a timely manner. Further actions may be taken against the offender in conjunction with the academy's behaviour policy.

#### **14. SHARING OF NUDE AND SEMI-NUDE IMAGES (ALSO KNOWN AS SEXTING OR YOUTH PRODUCED SEXUAL IMAGERY)**

Sharing of nude and semi-nude images is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages.

Sharing of nude and semi-nude images may also be called:

- trading nudes;
- dirties;
- pic for pic.

A young person is breaking the law if they:

- take an explicit photo or video of themselves or a friend;
- share an explicit image or video of a child, even if it's shared between children of the same age;
- possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.

Benjamin Britten Academy will adhere to the guidance issued by the UK Council for Child Internet Safety 'Sexting in schools and colleges: responding to incidents and safeguarding young people' (September 2016)

All staff will be trained in e-safety and will have a role in preventing young people from sharing of nude and semi-nude images. All staff will be available and approachable for students to make disclosures about sexting which will then be referred to the DSL for further investigation. Every child is different, so our approach will be based on their character and our relationship with them.

We will seek to prevent young people sexting through educating them about the laws and potential consequences of sexting. This may be addressed in: e-safety sessions during lessons, specialised e-safety sessions RHSE, Life lessons and assemblies.

Any incidents of sexting are taken extremely seriously and may be reported by pupils, staff or members of the public. Any allegation must be recorded using the academy's safeguarding procedures to the Year Team Designated Safeguarding Lead immediately using the School's MIS System or pink safeguarding recording form. The Year Team DSL will discuss any allegation with the Senior DSL/ Assistant Head teacher or Headmaster. Appropriate actions may be taken with external agencies, police and parents/ guardians and are completed in a timely manner. Further actions may be taken against the offender in conjunction with the academy's behaviour policy.

## **15. UPSKIRTING**

Under the Voyeurism (Offences) Act 2019, upskirting is a criminal offence punishable by up to two years in prison. Upskirting' is where someone takes a picture under a person's 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 gender, can be a victim.

Victims are often unaware that the abuse has taken place, until the video or picture is drawn to their attention. When this is the case the victim or observer should report their concern through the academy's safeguarding referral system.

Any incidents of Upskirting are taken extremely seriously and may be reported by pupils, staff or members of the public. Any allegation must be recorded using the school's safeguarding procedures to the Year Team DSL immediately using the School's MIS System or pink Safeguarding recording form. The Year Team DSL will discuss any allegation with the Senior DSL/ Assistant Head teacher or Headmaster. Appropriate actions may be taken with external agencies, police and parents/ guardians and are completed in a timely manner. Further actions may be taken against the offender in conjunction with the academy's behaviour policy.

## **16. CHILD SEXUAL EXPLOITATION (CSE) AND CHILD CRIMINAL EXPLOITATION (CCE)**

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. In some case the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

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

despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

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

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

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

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

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

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

Further information about CCE including definitions and indicators is included in Appendix A

### **Child Sexual Exploitation (CSE)**

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

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. It may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

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

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

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

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

Further information about CSE including definitions and indicators is included in Appendix A

## 17. COUNTY LINES

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK – no specific 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.

It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as 'cuckooing'. County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations. County lines activity and the associated violence, drug dealing, and exploitation has a devastating impact on young people, vulnerable adults and local communities.

Children can be 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 home 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 CSE and CCE 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 and are subsequently found in areas away from their home;
- have been the victim or 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.
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts / phone calls
- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

Any incidents of County Lines abuse are taken extremely seriously and may be reported by pupils, staff or members of the public. Any allegation must be recorded using the academy's safeguarding procedures to the Year Team Designated Safeguarding Lead immediately using the School's MIS System or pink safeguarding recording form. The Year Team DSL will discuss any allegation with the Senior DSL/

Assistant Head teacher or Headmaster. Appropriate actions may be taken with external agencies, police and parents/ guardians and are completed in a timely manner. Further actions may be taken against the offender in conjunction with the academy's behaviour policy.

All staff have undergone County Lines training within the *Introduction to Safeguarding* course run by the school, this training is updated every 2 years. The training outlines, recognises and responds to any concerns where abuse may be or have occurred.

Further information on the signs of a young person's involvement in county lines is available in guidance published by the [Home Office](#).

## 18. SERIOUS VIOLENCE

All staff should be aware of the indicators which may signal that children are at risk from, or 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.

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

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

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

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

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

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

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

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

The Police, Crime, Sentencing and Courts Act will introduce early in 2023 a new duty on a range of specified authorities, such as the police, local government, youth offending teams, health and probation services, to work collaboratively, share data and information, and put in place plans to prevent and reduce serious violence within their local communities. Educational authorities and prisons/youth custody authorities will be under a separate duty to co-operate with core duty holders when asked, and there will be a requirement for the partnership to consult with all such institutions in their area.

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

## **19. CHILDREN AND THE COURT SYSTEM**

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

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

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

## **20. CHILDREN MISSING FROM EDUCATION**

Children missing education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual abuse and child sexual and child criminal exploitation. All children, regardless of their circumstances, are entitled to a full-time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges, and local authorities is critical to ensuring that all children are safe and receiving suitable education.

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

It is important that our school's response to children missing from education supports identifying such abuse and also helps prevent the risk of them going missing in the future. This includes when problems are first emerging but also where children are already known to LA children's social care and need a social worker (such as on a child in need or child protection plan, or as a looked after child), where going missing from education may increase known safeguarding risks within the family or in the community. As such, all staff should be aware of the school's safeguarding response to children missing from education.

Our response to a child missing is as follows:

A child missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation, or radicalisation.



Any child who is missing from education will be monitored and if the school feel they are at risk parents/ careers will be contacted. In some cases, the school may conduct home visits and/or contact the police.

A register is taken by staff taken every period of the day and monitored by year teams daily. Daily contact to parents/carers is made if a child is missing.

The DSL will be alerted, and actions will be taken to ensure the safety and whereabouts of the child is obtained.

A CME referral will also be completed by the Year team DSL school after 10 consecutive days of absence and social care services notified. This is in conjunction with the academy's attendance policy.

## **21. CHILDREN WITH FAMILY MEMBERS IN PRISON**

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

## **22. CYBERCRIME**

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

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

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

If there are concerns about a child in this area, the DSL (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, not other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at [Cyber Choices](#), ['NSPCC – When to call the Police'](#) and [National Cyber Security Centre – NCSC.GOV.UK](#)

## **23. 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 the different types of relationship are

captures, 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. Both the person who is carrying out the behaviour and the person to 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).

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

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and 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 will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

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. The Act's provisions, including the new definition, will be commenced over the coming months.

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. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

We encourage students to come forward by raising awareness of the issue and teaching the students about healthy relationships through RHSE, the wider curriculum and modelling behaviour in the academy.

The academy is part of the Operation Encompass programme and may receive information through this channel about domestic violence that has occurred. If the information is shared, then the academy will record the information and work with any agencies involved.

Any incidents of domestic abuse are taken extremely seriously and may be reported by pupils, staff or members of the public. Any allegation must be recorded using the academy's safeguarding procedures to the Year Team DSL immediately using the School's MIS System or pink safeguarding recording form. The Year Team DSL will discuss any allegation with the Senior DSL/ Assistant Head teacher or Headmaster. Appropriate actions may be taken with external agencies, police and parents/ guardians and are completed in a timely manner.

Further information about Domestic Abuse including definitions and indicators is included in Appendix A

## **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 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 DSL) 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 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 in 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](#)

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

[Domestic abuse: specialist sources of support - GOV.UK \(www.gov.uk\) \(includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse\)](#)

[Home: Operation Encompass \(includes information for schools on the impact of domestic abuse on children\)](#)

## **24. HOMELESSNESS**

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

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

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year olds could be living independently from their family home, and will require a different level of intervention and support. Local authority children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Department for Levelling Up, Housing and

Communities have just published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: [here](#)

## 25. MENTAL HEALTH

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

We seek to embed positive mental health and mental health awareness through our academy to create a culture where pupils can self-identify, signpost peers and seek support themselves. We undertake staff training and promote mental health awareness through the RSE, Pastoral curriculum, Life Lessons, assemblies, charity events and Wellbeing Wednesday programme.

All mental health concerns are taken seriously and may be reported by pupils, staff or members of the public. All concerns must be recorded using the academy's safeguarding procedures to the Year Team Designated Safeguarding Lead immediately using the School's MIS System or pink safeguarding recording form.

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

## 26. MODERN SLAVERY AND THE NATIONAL REFERRAL MECHANISM

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims – GOV.UK ([www.gov.uk](http://www.gov.uk))

## 27. PREVENTING RADICALISATION

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk should be a part of a school's or college's safeguarding approach.

[Extremism](#)<sup>4</sup> is the vocal or active opposition to our fundamental values, including 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<sup>5</sup> refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism<sup>6</sup> 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 of 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.

The Counter-Terrorism and Security Act, 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their

<sup>4</sup> As defined in the Government's Counter Extremism Strategy

<sup>5</sup> As defined in the Revised Prevent Duty Guidance for England and Wales

<sup>6</sup> As defined in the Terrorism Act 2000 (TACT 2000)

functions, to have due regard to the need to prevent people from being drawn into terrorism “the Prevent duty

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures ▪ making remarks or comments about being at extremist events or rallies outside academy
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Although there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, there are possible indicators that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to a child’s vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

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

Although not a cause for concern on their own, possible indicators when taken into consideration alongside other factors or context may be a sign of being radicalised. Further information and a list of such behaviours can be found at [Radicalisation and Extremism – Examples and Behavioural Traits \(educateagainsthate.com\)](https://educateagainsthate.com).

At Benjamin Britten Music Academy all staff have undergone Prevent training within the *Introduction to Safeguarding* course run by the school, this training is updated every 2 years. The training outlines, recognises and responds to any concerns where abuse may be or have occurred.

Further training is delivered every 2years where all staff must complete and pass the prescribed online Home office training.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised they should discuss this with the Designated Safeguarding Lead. All suspicions and disclosures of Radicalisation and Extremism must be reported immediately through the Benjamin Britten Music Academy Safeguarding reporting process.

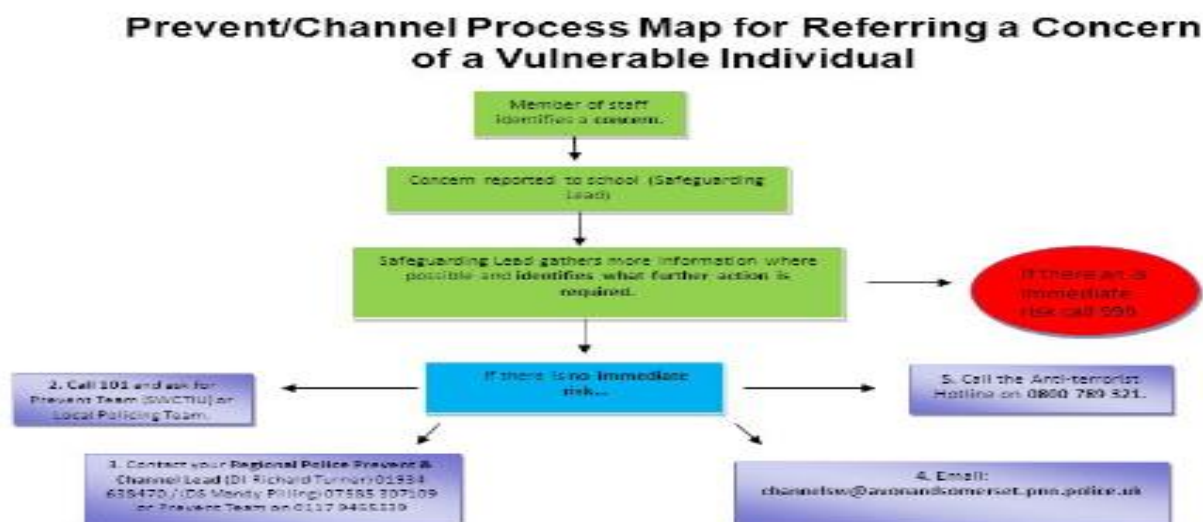
Any allegation must be recorded using the Safeguarding procedures to the Year Team Designated Safeguarding Lead immediately using the School’s MIS System. All actions will be completed in a timely manner and will involve communication with external agencies.

## 28. THE PREVENT DUTY



All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard<sup>7</sup> to the need to prevent people from being drawn into terrorism”.<sup>8</sup> This duty is known as the Prevent duty.

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



## 29. CHANNEL

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to be drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, who will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the Channel panel to help with this assessment. An individual’s engagement with the programme is entirely voluntary at all stages.

The DSL (or deputy) should consider if it would be appropriate to share any information with the new school or college in advance of the child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the ‘Channel’ programme, and have that support in place for when the child arrives.

Guidance on Channel is available at: [Channel Guidance](#).

Any member of staff who has made the referral may be required to participate in the Channel forum. This may also include the year team DSL and SDSL.

At Benjamin Britten Music Academy all staff are aware of the Channel process within the *Introduction to Safeguarding* course run by the school, this training is updated every 2 years.

### Additional support

<sup>7</sup> According to the Prevent duty guidance ‘having due regard’ means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

<sup>8</sup> “Terrorism” for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

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

The Home Office has developed three e-learning modules:

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

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

For advice specific to further education, the Education and Training Foundation (ETF) hosts the [Prevent for FE and Training](#). This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals. The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty.

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

### **30. SO-CALLED ‘HONOUR’-BASED ABUSE (INCLUDING FEMALE GENITAL MUTILATION AND FORCED MARRIAGE)**

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

#### **Actions**

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and local authority children’s social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**<sup>9</sup> that requires a different approach (see below).

#### **FGM**

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<sup>9</sup> Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, “teacher” means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

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

Whilst all staff should speak to the DSL (or deputy) with regard to any concerns about FGM, there is a specific legal duty on teachers<sup>10</sup>. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Appendix A for further details.

### **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 2016) 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, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.<sup>11</sup> Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college’s designated safeguarding lead (or deputy) and involve local authority children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

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

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.

Any incidents of HBV abuse are taken extremely seriously and may be reported by pupils, staff or members of the public. Any allegation must be recorded using the academy’s safeguarding procedures to the Year Team Designated Safeguarding Lead immediately using the School’s MIS System or pink safeguarding recording form. The Year Team DSL will discuss any allegation with the Senior DSL/ Assistant Head teacher or Headmaster. Appropriate actions may be taken with external agencies, police and parents/ guardians and are completed in a timely manner. Further actions may be taken against the offender in conjunction with the academy’s behaviour policy.

All staff have undergone HBV training within the *Introduction to Safeguarding* course run by the school, this training is updated every 2 years. The training outlines, recognises and responds to any concerns where HBV abuse may be or have occurred

### **Forced Marriage**

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. A marriage must be entered into with the free and full consent of both parties, there must be a choice.

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<sup>11</sup> Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.



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 perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

Forced marriage is recognised as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). In some cases people may be taken abroad without knowing that they are to be married. When they arrive in that country, their passport(s)/travel documents may be taken to try to stop them from returning to the UK.

An arranged marriage is not the same as a forced marriage. In an arranged marriage, the families take a leading role in choosing the marriage partner, but both parties are free to choose whether to enter into the marriage or not.

Forced marriage is an abuse of human rights, a form of violence against men and women. It is child abuse when it affects children and abuse of vulnerable people when it affects those with disabilities.

Any incidents or allegations of Forced marriage are taken extremely seriously and may be reported by pupils, staff, or members of the public. Any allegation must be recorded using the academy's safeguarding procedures to the Year Team Designated Safeguarding Lead immediately using the School's MIS System or pink safeguarding recording form. The Year Team DSL will discuss any allegation with the Senior DSL/ Assistant Head teacher or Headmaster. Appropriate actions may be taken with external agencies, police and parents/ guardians and are completed in a timely manner. Further actions may be taken against the offender in conjunction with the academy's behaviour policy.

The Forced Marriage Unit has published: Multi-agency practice guidelines: handling cases of forced marriage (pages 75-80 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](https://www.gov.uk/government/guidance/the-right-to-choose) – GOV.UK ([www.gov.uk](https://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 [fm@fco.gov.uk](mailto:fm@fco.gov.uk).

### **31. BREAST IRONING/FLATTENING**

Breast ironing or flattening is the process during which young pubescent girls' breasts are ironed, massaged, flattened and/or pounded down over a period of time (sometimes years) in order for the breasts to disappear or delay the development of the breasts entirely. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further. In the vast majority of known cases breast ironing is carried out by mothers or grandmothers.

Breast ironing is a form of physical abuse that has been condemned by the United Nations and identified as Gender-based Violence. Although, countries where breast ironing is prevalent have ratified the African Charter on Human Rights to prevent harmful traditional practices, it is not against the law.

Concerns have been raised that breast ironing is also to be found amongst African communities in the UK, with as many as 1,000 girls at risk. Keeping Children Safe in Education (2020) mentions breast ironing as part of the section on so-called 'Honour Violence'.

Staff or volunteers worried about the risk of breast ironing in the academy should refer through the appropriate channels to the Designated Safeguarding Lead as soon as possible who will make a referral to children's services. If staff or volunteers are concerned that the girl is in immediate danger, contact the police by calling 999.

The DSL will need to contact the Foreign and Commonwealth Office if the girl has been taken abroad:  
telephone: 020 7008 1500  
from overseas: +44 (0)20 7008 1500

All staff have undergone Breast ironing training within the *Introduction to Safeguarding* course run by the school in conjunction with SSP, this training is updated every 2 years. The training outlines, recognises and responds to any concerns where abuse may be or have occurred.

### **32. VIOLENCE AGAINST WOMEN AND GIRLS (VAWG)**

Violence Against Women and Girls is the term given to all forms of violence and abuse experienced disproportionately by women and girls or experienced by them because of their gender. VAWG is linked to women and girls' inequality and is neither acceptable nor inevitable.

Any incidents of VAWG abuse are taken extremely seriously and may be reported by pupils, staff or members of the public. Any allegation must be recorded using the academy's safeguarding procedures to the Year Team Designated Safeguarding Lead immediately using the School's MIS System or pink Safeguarding recording form. The Year Team DSL will discuss any allegation with the Senior DSL/ Assistant Head teacher or Headmaster. Appropriate actions may be taken with external agencies, police and parents/ guardians and are completed in a timely manner. Further actions may be taken against the offender in conjunction with the academy's behaviour policy.

### **33. GROOMING**

Grooming is the process by which an individual prepares a child, significant adults and the environment for abuse of this child. Children and young people can be groomed online, by a stranger or by someone they know. Groomers may be male or female. They could be any age. Many children and young people do not understand that they have been groomed, or that what has happened is abuse. The signs of grooming are not always obvious.

In older children, signs of grooming can easily be mistaken for 'normal' teenage behaviour, but you may notice unexplained changes in behaviour or personality, or inappropriate sexual behaviour for their age.

All staff are required to report any suspicions or disclosures of grooming through the Benjamin Britten Music Academy reporting process. Any allegation must be recorded using the safeguarding procedures to the Year team Designated Safeguarding Lead immediately using the School's MIS System.

All actions will be completed in a timely manner and communication with external agencies, Police, parents, and guardians may be included.

All staff have undergone training to enable them to recognise grooming behaviour within the *Introduction to Safeguarding* course run by the school, this training is updated every 2 years. The training outlines, recognises and responds to any concerns where Grooming may be taking place or may have occurred.

### **34. BULLYING**

Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.

There is no legal definition of bullying. But it is usually defined as repeated behaviour which is intended to hurt someone either emotionally or physically, and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability.

Bullying can take many forms including:

- physical assault
- social bullying
- threatening behaviour
- name calling
- cyberbullying

Any incidents of bullying are taken extremely seriously and may be reported by pupils, staff or members of the public.

Any allegation must be recorded using the academy's safeguarding procedures to the Year Team Designated Safeguarding Lead immediately using the School's MIS System. Appropriate actions may be taken with external agencies, police and parents/ guardians and are completed in a timely manner. Further actions may be taken against the offender in conjunction with the academy's behaviour policy.

### **35. CHILD ABDUCTION AND COMMUNITY SAFETY INCIDENTS**

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

Is it important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://www.clevernevergoes.org).

Further information about specific forms of abuse and safeguarding issues can be found in Appendix A. All staff should familiarise themselves with this.

### **36. CHILDREN POTENTIALLY AT GREATER RISK OF HARM**

The governing body recognises that whilst all children should be protected there are some groups of children who are potentially at greater risk of harm and, in some cases, these children may find it difficult to communicate what is happening to them.

### **37. CHILDREN REQUIRING MENTAL HEALTH SUPPORT**

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 will ensure there is a clear system and process in place for identifying possible mental health problems, including routes to escalate, and a clear referral and accountability system.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. 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. Specific DSL's at Benjamin Britten Academy have mental first aid training. The senior Mental health lead is the Assistant Head teacher for Upper school and the mental health lead is a trained counsellor accredited through the BACP.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences (ACEs), this can have a lasting impact throughout childhood, adolescence and into adulthood. We will ensure that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

We will ensure that we have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

We seek to embed positive mental health and mental health awareness through our academy to create a culture where pupils can self-identify, signpost peers and seek support themselves. We undertake staff training and promote mental health awareness through the RSE, Pastoral curriculum, Life Lessons, assemblies, charity events and Wellbeing Wednesday programme.

All mental health concerns are taken seriously and may be reported by pupils, staff or members of the public. All concerns must be recorded using the academy's safeguarding procedures to the Year Team Designated Safeguarding Lead immediately using the School's MIS System or pink safeguarding recording form.

Staff can access further advice in a DfE guidance documents [Preventing and tackling bullying, mental health and behaviour in schools](#) and [mental health and behaviour in schools](#) which set out how staff can help prevent mental health problems by promoting resilience as part of an integrated, whole school approach to social and emotional wellbeing, which is tailored to the needs of pupils.

### **38. CHILDREN WHO NEED A SOCIAL WORKER (CHILD IN NEED AND CHILD PROTECTION PLANS)**

Children may need a social worker due to complex safeguarding or welfare needs. Children may need this help due to abuse, neglect and/or 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.

The governing body expects that the Local Authority will share the fact a child has a social worker, and the DSL will 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 LAs and school to safeguard and promote the welfare of children.

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

#### **Alternative provision**

If Benjamin Britten Academy chooses to use alternative provisions for any pupils. The Academy recognises that any pupils in alternative provision often have complex needs and are/is aware of the additional risk of harm our pupils may be vulnerable to.

Any Alternative provider must be Ofsted regulated and have completed a letter of assurance stating that all relevant safeguarding checks have been completed by staff.

The Academy will have regard to the following statutory guidance:

[Alternative provision – DfE Statutory Guidance](#), and

[Education for children with health needs who cannot attend school – DfE Statutory Guidance](#)

### **39. ELECTIVE HOME EDUCATION**

Many home education children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the school will work together with the parent/ carer to discourage this action. It is Benjamin's Britten's views that children are best educated in school. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

If the parent/ carer is still of the view to home educate, then an after care letter is sent with support and signposted agencies to guide the parent/ carer.

### **40. LOOKED AFTER CHILDREN (CHILDREN IN CARE) AND PREVIOUSLY LOOKED AFTER CHILDREN.**

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The governing body will ensure staff have the skills, knowledge and understanding to keep looked after children safe.

The governing body will ensure there are arrangements in place so that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility.

Appropriate staff will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after the child. The DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

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. The governing body recognise that 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.

For children who are care leavers, the DSL should have details of the LA Personal Advisor and Virtual School appointed to guide and support the care leaver and liaise with them as necessary regarding any issues of concern.

All Looked after children/ children in care at Benjamin Britten Academy have a designated teacher (DT) and the senior DSL is also the senior DT

We will ensure that our school is doing all that we can to help children in care fulfil their potential and contribute to school life.

It is the responsibility of the Designated teacher to ensure that each child has a Personal Education Plan (PEP) as part of their overall care plan.

The Designated teacher or their representative will meet with other agencies to review the progress of all children at Benjamin Britten Music Academy who are in care or looked after.

The Governing Body will ensure that there is a named Governor with responsibility for Children in care/ Looked After Children.

### **41. PRIVATE FOSTERING**

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

We have a mandatory duty to report to the local authority where we are aware or suspect that a child is subject to a private fostering arrangement. Although academies have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the academy. However, it should be clear to the academy who has parental responsibility.

Academy staff should notify the year team Designated Safeguarding Lead when they become aware of private fostering arrangements. The Designated Safeguarding Lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The academy itself has a duty to inform the local authority of the private fostering arrangements.

## **42. CHILDREN WITH SEN AND DISABILITIES**

Children with SEND or health issues can face additional safeguarding challenges, both online and offline. Staff should avoid making assumptions that indicators of possible abuse such as behaviour, mood and injury may relate to the child's disability or medical condition without further exploration.

Staff should also be aware that these children may be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. Similarly, staff should be aware of the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying without outwardly showing signs or being able to communicate how they are feeling.

Staff also need to be mindful of children's cognitive understanding, for example, whether they are able to understand the difference between fact and fiction in online content and the consequences of repeating the content/behaviours in school.

As such, any reports of abuse involving children with SEND will require close liaison with the DSL and SENDco. At Benjamin Britten the SENDco is also a DSL.

Barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition 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 colleges or the consequences of doing so.

Children and young people with SEN and disabilities can be more susceptible to safeguarding risks as:

Staff may not be able to spot the signs of abuse in children with SEND or assume that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration

Pupils with SEND may be prone to peer group isolation and more vulnerable to bullying, coercion and 'grooming' without outwardly showing any signs

Pupils with SEND may experience increased feelings of anxiety which prevent them from 'speaking out'

Some pupils with SEND rely on adults for personal care, and this vulnerability puts them at greater risk of being harmed or abused

Pupils with SEND are more likely to work alone with a single adult, putting them at greater risk of being harmed or abused

Pupils with SEND may not be able to recognise that they are being abused

In addition to these increased risk factors, disabled children and young people may have communication difficulties which make it difficult to tell others what is happening to them. Adults, including professionals assessing their needs and caring for them, may concentrate on the child's special needs and overlook signs and symptoms that they are being maltreated.

All staff must therefore be aware of and extra vigilant to the possible indicators of abuse and/or neglect for disabled children and young people. The year team Designated Safeguarding Lead should liaise regularly with the Designated Safeguarding Lead for SEND, maintaining a culture of vigilance and being alert to any relevant new information or concerns.

If staff have a concern for a disabled child or young person they must consider:

The child/young person's communication needs and how they can communicate effectively with them

What information in relation to the child/young person's disability and special needs staff need to be aware of in order to assess risk of abuse

What resources staff require in order to undertake an informed assessment of safeguarding risk

Where child protection issues are considered regarding a child with disabilities, there must be involvement by key professionals who know the child well, including those who have a comprehensive understanding of the child's disability, method of communication, and any associated medical condition.

Schools should consider what specialist advice, guidance and training may be required in order for staff to understand why children with SEND can be more vulnerable to abuse and how to recognise signs of abuse and/or neglect of disabled children and young people.

### **43. CHILDREN WHO ARE LESBIAN, GAY, BI, OR TRANS (LGBT)**

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

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. Staff should therefore 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.

### **44. GENDER IDENTITY DISCRIMINATION**

**GENDER IDENTITY:** A person's deeply held sense or psychological knowledge of their own gender, which can include being female, male, another gender, or no gender. Gender identity is an innate and largely inflexible part of a person's identity. A person's gender identity can be the same or different than the gender assigned at birth. The responsibility for determining an individual's gender identity rests with the individual.

**TRANSGENDER:** An adjective describing a person whose gender identity or expression is different from that traditionally associated with an assigned gender at birth.

Discrimination, bullying, and harassment on the basis of sex, sexual orientation, or gender identity or expression is not tolerated at Benjamin Britten Music Academy.

If an incident of gender discrimination occurs staff are required to follow the safeguarding reporting process. Any incidents of Gender identity discrimination are taken extremely seriously and may be reported by pupils, staff or members of the public. Any allegation must be recorded using the academy's safeguarding procedures to the Year Team Designated Safeguarding Lead immediately using the School's MIS System or pink safeguarding recording form. The Year Team DSL will discuss any allegation with the Senior DSL/ Assistant Head teacher or Headmaster. Appropriate actions may be taken with external agencies, police and parents/ guardians and are completed in a timely manner. Further actions may be taken against the offender in conjunction with the academy's behaviour policy



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#### **45. OPPORTUNITIES TO TEACH SAFEGUARDING**

The governing body will ensure that children and young people are taught about how to keep themselves and others safe, including online.

The governing body at Benjamin Britten recognise that effective education should be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with SEND.

Relevant topics will be included within Relationships Health and Sex Education and the Academies pastoral programme of Life lessons and Wellbeing Wednesday.

Preventative education is most effective in the context of a whole-school approach that prepares children and young people for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

The governing body expect that the school's values and standards should be upheld and demonstrated throughout all aspects of school life. These will be underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RHSE delivered every fortnight and reinforced throughout the whole curriculum. This whole-school approach will be fully inclusive and developed to be age and stage of development appropriate, and will tackle (in age-appropriate stages) issues such as:

- Healthy and respectful relationships
- Boundaries and consent
- Stereotyping, prejudice and equality
- Body confidence and self-esteem
- How to recognise and abusive relationship, including coercive and controlling behaviour
- The concepts of, and laws relating to – sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and FGM, and how to access support.

#### **46. ONLINE SAFETY**

The use of technology has become a significant component of many safeguarding issues such as child sexual exploitation, radicalisation and sexual predation and technology often provides the platform that facilitates such harm.

The governing body has had due regard to the additional information and support set out in KCSiE and ensures that the school has a whole school approach to online safety, and has a clear policy on use of communications technology in school. Online safety will be a running and interrelated theme when devising



and implementing policies and procedures. This will include considering how online safety is reflected in all relevant policies and whilst planning the curriculum, any teacher training, the role of the DSL and any parental engagement.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. The school adopts a whole school approach to online safety to protect and educate pupils and staff in their use of technology, and establishes mechanisms to identify, intervene in, and escalate any concerns as appropriate.

Online safety issues can be categorised into four areas of risk:

- Content: being exposed to illegal, inappropriate or harmful content, for example, pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, or radicalisation or extremism;
- Contact: being exposed to harmful online interaction with other users, for example, peer to peer pressure, commercial advertising, and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes;
- Conduct: online behaviour that increases the likelihood of, or causes, harm, for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images, and online bullying); and
- Commerce: risks such as online gambling, inappropriate advertising, phishing and/or financial scams. If staff feel that either they or pupils are at risk this should be reported to the Anti-Phishing Working Group (<https://apwg.org/>).

The governing body will ensure that an annual review is undertaken of the school's approach to online safety, supported by an annual assessment that considers and reflects the risks pupils face online.

School staff can access resources, information and support as set out in Annex B of KCSiE.

- What constitutes sexual harassment and sexual violence and why these are always unacceptable.

The school will ensure that there are appropriate filters and monitoring systems in place to safeguard children and young people from potentially harmful and inappropriate online material.

Where children are being asked to learn online at home, appropriate steps have been taken by the academy to ensure that children continue to be safeguarded, this should include:

- Reminders to students and staff as to how to report safeguarding concerns
- Signposting for children and parents as to how to stay safe online
- Safeguarding procedures in place to ensure the safety and security of online lessons

## **47. E-SAFETY**

We are thoroughly committed to improving student's e-safety awareness at Benjamin Britten Academy. Our Technology Acceptable Use policy is signed up to by all students and staff.

If a student, parent/carer, or member of staff has a concern relating to e-safety students are encouraged to report it.

They can report it directly to the safeguarding team at the academy.

We seek to embed e- safety through our curriculum, assemblies, life lessons and form time. We believe in creating a culture where pupils can self-identify, signpost peers and seek support themselves.

The school has robust web filters which record and monitor the online activity of the children and adults within the academy. Children's online activity may be monitored if they trigger the web filters. Any inappropriate usage may be a safeguarding concern and actions may be taken if it contravenes the academy's behaviour policy. All concerns must be recorded using the academy's safeguarding procedures to the Year Team Designated Safeguarding Lead immediately using the School's MIS System or pink safeguarding recording form.

## 48. PROCEDURES

If staff notice any indicators of abuse/neglect or signs that a child or young person may be experiencing a safeguarding issue they should record their concerns on The Bromcom MIS system or the pink cause for concern form and pass it to the DSL without delay. [See *Appendix B*]

The school is committed to obtaining more than one emergency contact number for each pupil.

When new staff, volunteers or regular visitors join our school they will be informed of the safeguarding arrangements in place and told who our Senior Designated Professional for safeguarding (Senior Designated Safeguarding Lead) is (Imogen Thurbon). A copy of the school's Child Protection and Safeguarding Policy is available on request from the Main Office. They will also be shown the recording format, given information on how to complete it and who to pass it to.

Every new member of staff or volunteer will have an induction period that will include essential safeguarding information. Imogen Thurbon will be responsible for ensuring that the programme is both organised and implemented. The induction will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record any such disclosure and issues of confidentiality surrounding any disclosure. The induction will also remind and highlight to staff and volunteers of their responsibility to safeguard all children at our school and the remit of the role of the Senior Designated Professional and Designated Safeguarding Lead.

New staff who have not had any child protection training or staff who have had training more than two years ago will complete safeguarding induction and then be included in the full statutory Suffolk *Introduction to Safeguarding* training.

All regular visitors and volunteers to our school will be told where our policy is kept, they will be given a set of safeguarding procedures, they will be told who all our Senior Designated Leads are and who alternate staff members are and what the recording and reporting system is. There is a notice displayed in reception with the names and telephone numbers on, including contact details for the Local Area Designated Officer (LADO).

When new student joins our school, all parents and carers will be informed that we have a Child Protection and Safeguarding Policy. This will be given to parents should they request a copy. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Customer First.

### What to do if you are concerned

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

- Stay calm and listen carefully;
- Accept what is being said;
- Allow the child/young person to talk freely – do not interrupt or put words in the child/young person's mouth;
- Only ask questions when necessary to clarify, do not investigate or ask leading questions;
- Reassure the child, but don't make promises which it might not be possible to keep;
- Do not promise confidentiality;
- Emphasise that it was the right thing to tell someone;
- Reassure them that what has happened is not their fault;
- Do not criticise the perpetrator;
- Explain what has to be done next and who has to be told;
- Make a written record, which should be signed and include the time, date and your position in school;
- Do not include your opinion without stating it is your opinion;
- Pass the information to the DSL or alternate without delay
- Consider seeking support for yourself and discuss this with the DSL as dealing with a disclosure can be distressing.

When a record of a safeguarding concern is recorded on the MIS System or passed to the DSL, the DSL will record the time and date the record of concern was received. The DSL will assess the concern and, taking into account any other safeguarding information known about the child/young person, consider whether it suggests that the threshold of significant harm, or risk of significant harm, has been reached. If the DSL is unsure whether the threshold has been met, they will contact the MASH Professional Consultation Line for advice (0345 606 1499). Where appropriate, the DSL will complete and submit the SSP multi agency referral form (MARF) ([available on the SSP website](#))<sup>12</sup>.

Where the DSL believes that a child or young person may be at imminent and significant risk of harm they should call Customer First immediately and then complete the SSP MARF within 24 hours to confirm the referral. In these circumstances, it is important that any consultation should not delay a referral to Customer First.

Where a safeguarding concern does not meet the threshold for completion of a MARF, the DSL should record how this decision has been reached and should consider whether additional needs of the child have been identified that might be met by a coordinated offer of early help.

School staff might be required to contribute to multi-agency plans to provide additional support to children. This might include attendance at child protection conferences or core group meetings. The school is committed to providing as much relevant up to date information about the child as possible, including submitting reports for child protection conferences in advance of the meeting in accordance with SSP procedures and timescales.

Where reasonably possible, the school is committed to obtaining more than one emergency contact number for each pupil.

School staff must ensure that they are aware of the procedure to follow when a child goes missing from education. Ensure that your register is taken within the first 10 minutes of your lesson. If a child leaves your lesson without your consent or is missing from your lesson for longer than you would expect contact the year team who will then seek to find the child, contact parents and if required, the police.

Any concern about a child at risk of harm or being harmed under any category must be reported using the Bromcom MIS system or the Pink Cause for Concern form.

#### **49. CHILD PROTECTION CONFERENCES**

Staff members may be asked to attend a child protection conference on behalf of the school in respect of an individual child. Usually, the person attending from school will be the Headmaster or Year team Designated Safeguarding Lead. In any case, the person attending will need to have as much relevant up to date information about the child as possible.

A child protection conference will be convened if a referral has been made and following an investigation the findings are such that the child is considered to be at risk of harm, or if the child is already subject to a Child Protection plan or Child in Need plan. A review conference will be held to monitor the safety of the child and the required reduction in risk.

All reports for child protection conferences will be prepared in advance using the Education Report to Child Protection Conference Form. The information contained in the report will be shared with parents either at the conference or before and will include information relating to the child's physical, emotional and intellectual development. A risk assessment relating to the continuing risk of harm to the child will also be included, if required.

Child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents rather than other professionals involved. We will work in an open, honest and

<sup>12</sup> N.B. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police, although the DSL should also be made aware.

transparent way with any parent whose child has been referred to Children's Services or whose child is subject to a Child Protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

## **50. INFORMATION SHARING, RECORD KEEPING AND CONFIDENTIALITY**

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

As part of meeting a child's needs, the school understands that it is critical to recognise the importance of information sharing between professionals and local agencies and will contribute to multi-agency working in line with Working Together to Safeguard Children. Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, and to keep the information they hold safe and secure, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. Staff will have regard to the Government guidance: [Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers](#) which supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the DSL or a deputy.

Well-kept records are essential to good child protection practice. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the DSL.

The school recognises that confidentiality should be maintained in respect of all matters relating to child protection. Information on individual child protection cases may be shared by the DSL or alternate DSL with other relevant members of staff. This will be on a 'need to know' basis and where it is in the child's best interests to do so.

A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents/carers or pupils), or promise a child to keep a secret which might compromise the child's safety or wellbeing.

As well as allowing for information sharing, in circumstances where it is warranted because it would put a child at risk of serious harm, the DPA 2018 and the GDPR allow schools to withhold information. This may be particularly relevant where a child is affected by domestic abuse perpetuated by a parent or carer, is in a refuge or another form of emergency accommodation, and the serious harm tests is met.

Ordinarily, the school will always undertake to share its intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot reasonably be expected that a practitioner gains consent; and, if to gain consent would put a child at risk. If in doubt, staff will consult with the MASH Professional Consultation Line on this point.

The school will have regard to [SCC Guidance for schools on maintaining and transferring pupil safeguarding/child protection records](#). Where a child leaves the school, the DSL will ensure their child protection file is transferred to the new school as soon as possible (within 5 days for an in-year transfer or within the first 5 days of the start of a new term). The file will be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

If we are concerned about the welfare or safety of any child, adults in school will record their concern on the agreed report form and give this to the Designated Safeguarding Lead. Any information recorded will be kept in a separate named file, in a secure cabinet and separate from the child's academic file. These files will be the responsibility of the Designated Safeguarding Lead and information will only be shared within school on a need to know basis for the protection of the child.

Any safeguarding information will be kept in the file and will be added to as and when it is pertinent to do so. Copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All our safeguarding files will have a chronology and contents front cover.

Reports of a concern to the Safeguarding Designated Lead must be recorded on Bromcom. An electronic record of the person recording the information will be logged to the concern. If completing a pink safeguarding concern form the allegation made in writing and signed and dated by the person with the concern.

## **51. NOTIFYING PARENTS/ CARERS**

The academy will normally seek to discuss any concerns about a student with their parents. The Designated Safeguarding Leads will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the academy believes that notifying parents could increase the risk to the child, exacerbate the problem or compromise the safety of a staff member, advice will first be sought from Children's Social Care through the Suffolk consultation line.

## **52. REFERRAL TO CHILDREN'S SERVICES/ SOCIAL CARE**

The Designated Safeguarding Lead (or alternate DSL) will make a referral to Children's Social Care if it is believed that a student is suffering or is at risk of suffering significant harm.

The student (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child

## **53. MANAGING ALLEGATIONS MADE AGAINST TEACHERS, INCLUDING SUPPLY TEACHERS, OTHER STAFF, VOLUNTEERS AND CONTRACTORS**

Our aim is to provide a safe and supportive environment which secures the well being and very best outcomes for our children. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made. Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned.

We also recognise that that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children. We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with our children.

All adults who come into contact with children will be made aware of the steps that will be taken if an allegation is made. We will seek advice where deemed appropriate from our LADO. Neither the Headteacher nor any other member of school staff will investigate these matters.

The school will follow the SSP [Arrangements for Managing Allegations of Abuse Against People Who Work With Children or Those Who Are in A Position of Trust](#) if a safeguarding concern or allegation is raised against an adult in a position of trust.

An allegation that may meet the harm threshold is any information which indicates that a member of staff /volunteer may have:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or

- behaved towards a child or children in a way that indicates he/she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This applies to any child the member of staff, supply teacher, volunteer or contractor has contact with in their personal, professional or community life. It also applies regardless of whether the alleged abuse took place in our school.

Concerns that do not meet the harm threshold will be dealt with in accordance with the school's policy for managing low-level concerns as referenced in the Academy's whistleblowing policy

If any member of staff has concerns that a colleague, supply teacher, volunteer or contractor might pose a risk to children, it is their duty to report these to the headteacher. Where the concerns or allegations are about the headteacher, these should be referred to the Chair of Governors.

The headteacher/Chair of Governors should report the concern to the Local Authority Designated Officer (LADO) within one working day.

The corporate director for Children and Young People's Services, has identified dedicated staff to undertake the role of LADO. LADOs can be contacted via email on [LADO@suffolk.gov.uk](mailto:LADO@suffolk.gov.uk) or by using the LADO central telephone number: **0300 123 2044** for allegations against all staff and volunteers.

#### **54. WHISTLEBLOWING**

The governing body/proprietor recognises that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example, pupils in the school or members of the public.

The governing body/proprietor would wish for everyone in the school community to feel able to report any child protection/safeguarding concerns through existing procedures within school, including the whistleblowing procedure adopted by governors where necessary. However, for members of staff who do not feel able to raise such concerns internally, there is a NSPCC whistleblowing helpline. Staff can call 0800 028 0285 (line available from 8.00am to 8.00pm, Monday to Friday) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

#### **55. USE OF SCHOOL PREMISES FOR NON-SCHOOL ACTIVITIES**

The governing body will ensure that where school facilities/premises are hired or rented out to organisations or individuals, sports associations or service providers to run community or extra-curricular activities appropriate arrangements are in place to keep children safe.

The governing body will seek assurance that the body concerned has appropriate child protection and safeguarding policies and procedures in place, including inspecting these as needed. Arrangements will also be put in place for the body hiring or renting the school facilities or premises to liaise with the school on these matters where appropriate.

These arrangements will apply regardless of whether or not the children who attend any of these services or activities are children on the school roll.

Where a lease or hire agreement is entered into the governing body will ensure safeguarding requirements

are included as a condition of use and occupation of the premises; this will make clear that any failure to comply would lead to termination of the agreement.

## **56. SAFE STAFF AND USE OF REASONABLE FORCE**

All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so. Refer to staff code of conduct.

There will be occasions when some form of physical contact is inevitable, for example if a child has an accident, is hurt or is in a situation of danger to themselves or others around them. The school refers to the Guidance for safer working practice for those working with children and young people in education settings February 2022 when discussing the appropriateness of the use of physical contact. A list of personnel able to practice *school safe* will be kept by the Senior Designated Safeguarding Lead.

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## **57. MANAGEMENT OF THE POLICY**

The academy will at all times adhere fully to the statutory guidance in place from the Department of Education issued under Section 175 of the Education Act 2002, the Education (Independent Academy Standards) Regulations 2014 and the Education (Non-Maintained Special Academies) (England) Regulations 2011, Currently: Keeping children safe in education: Statutory guidance for academies and colleges (September 2020) and the departmental advice: What to do if you are worried a child is being abused – Advice for practitioners (September 2016). Nothing written in this policy overrides the academy's duties under such legislation.

The Governing Body will oversee the policy, ensure its implementation and review its content on an annual basis. The senior DS/ Assistant Head teacher will report on safeguarding activity and progress within the academy to the governing body annually.

## **LINKS WITH OTHER POLICIES**

This Safeguarding policy links with our Behaviour, SEND, Attendance, Anti Bullying, Data Protection, Staff Code of Conduct, Health and Safety, Acceptable Use, Safer recruitment, Complaints and Allegations policies.

**USEFUL CONTACTS:**

Multi-agency Safeguarding Hub (MASH) Professional Helpline: 0345 606 1499

MASH [webchat facility](#)

Customer First (Professional Referral Line) for use in emergencies only: 0345 606 6167

Customer First: 0808 800 4005

Police (emergency only): 999

Suffolk Police main switchboard: 01473 613500

Suffolk Police Cybercrime Unit: 101

Suffolk Local Safeguarding Partnership [www.suffolksp.org.uk](http://www.suffolksp.org.uk)

Suffolk County Council: [www.suffolk.gov.uk/community-and-safety/staying-safe-online/e-safer-suffolk/](http://www.suffolk.gov.uk/community-and-safety/staying-safe-online/e-safer-suffolk/)



## APPENDIX A – Further information

[Bullying including cyberbullying](#)

[Children Missing in Education](#)

[Child missing from home or care](#)

[Child sexual exploitation \(CSE\)](#)

[Domestic Violence](#)

[Drugs](#)

[Fabricated or induced illness](#)

[Faith abuse](#)

[Female genital mutilation](#)

[Forced Marriage](#)

[Gangs and Youth based violence](#)

[Gender- based violence/ violence against women and girls \(VAWG\)](#)

[Hate](#)

[Mental health](#)

[Missing children and adults](#)

[Private fostering](#)

[Preventing radicalisation](#)

[Sharing of nude and semi-nude images \( Sexting \)](#)

[Trafficking](#)

[Child on Child abuse /Peer on peer abuse](#)

[County Lines](#)

## APPENDIX B – PINK CAUSE FOR CONCERN REPORTING FORM

Part 1 (for use by any staff – must be handwritten and legible/ or equivalent information on electronic recording system)

Pupil's name:	Date of birth:	Class/Form:
Date & time of incident:	Date & time (of writing):	
Name (print): ..... Job title: ..... Signature: .....		
Record the following factually: Nature of concern, e.g. disclosure, change in behaviour, demeanour, appearance, injury, witnesses etc. <i>(please include as much detail in this section as possible. Remember – the quality of your information will inform the level of intervention initiated. Attach additional sheets if necessary.</i>		
What is the pupil's perspective?		
Professional opinion, where relevant <i>(how and why might this have happened?)</i>		
Any other relevant information. Previous concerns etc. <i>(distinguish between fact and opinion)</i>		
Note actions, including names of anyone to whom your information was passed and when		

Check to make sure your report is clear to someone else reading it.

**Please pass this form to your DSL without delay**

## Part 2 (for use by DSL)

Information received by DSL:	Date:	Time completed:	From whom:		
Any advice <b>sought</b> , if applicable	Date:	Time completed:	From: name/organisation:		
	Advice received:				
Action taken with reasons recorded  (e.g. MARF completed, monitoring advice given to appropriate staff, CAF etc)	Date:	Time completed:	By whom:		
Outcome	Date:	Time completed:	By whom:		
Parent/carer informed?	<b>Y</b>	Who spoken to:	Date:	Time:	By whom:
	<b>N</b>	Detail reason:			
Is any additional detail held, if so where?					
	No. of previous records of concern:				

Prior safeguarding history	Has the child been subject of CAF/Early Help assessment?		
	Currently on CP Plan (CPP) / Child in Need Plan (CiN)		
	Previously on CP Plan (CPP) / Child in Need Plan (CiN)		
	Is child known to other agencies?	Y / N	
Name of DSL:		Signature:	

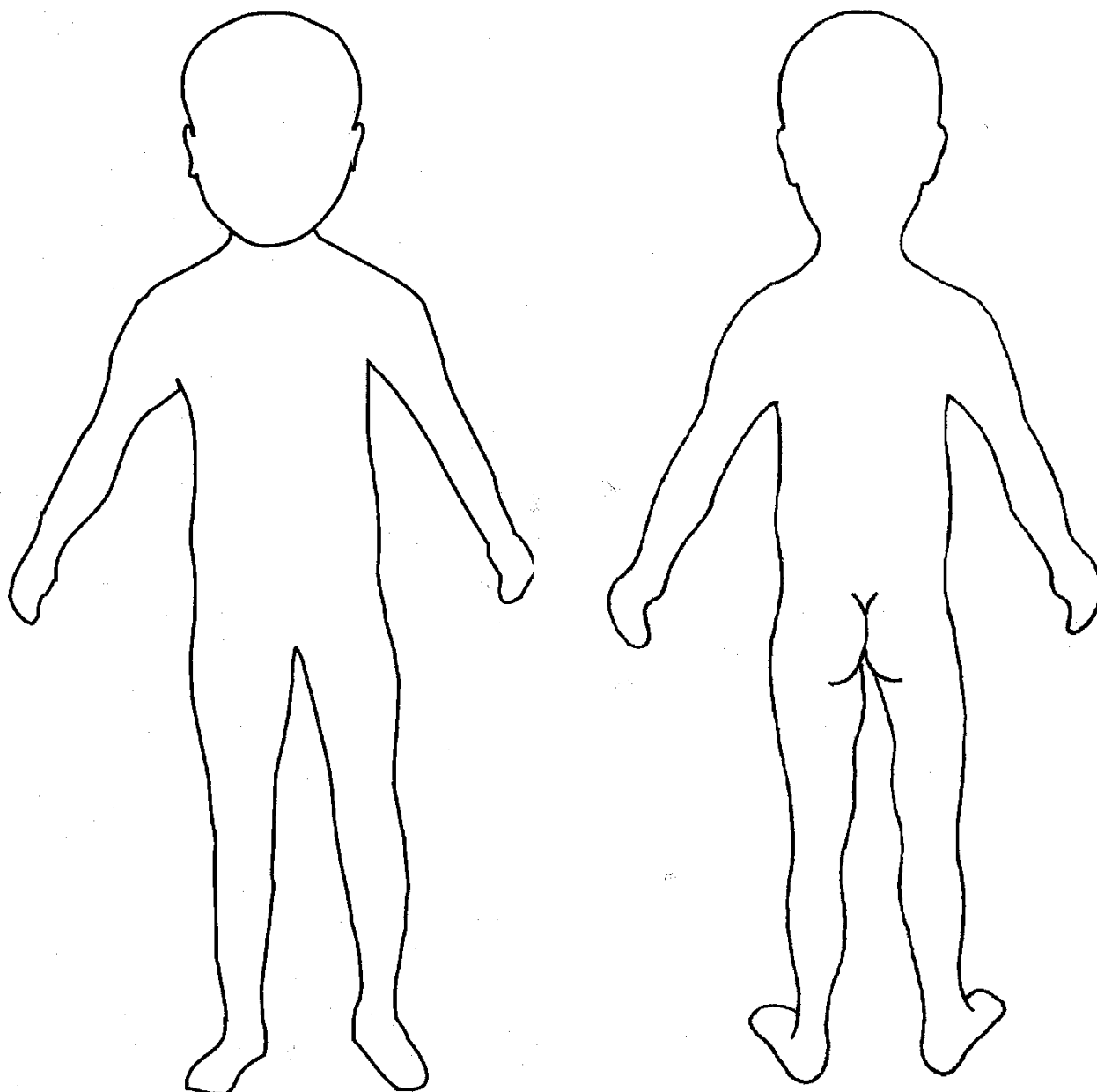
### BODYMAP

**(This must be completed at time of observation)**

Name of Pupil: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Name of Staff: \_\_\_\_\_ Job title: \_\_\_\_\_

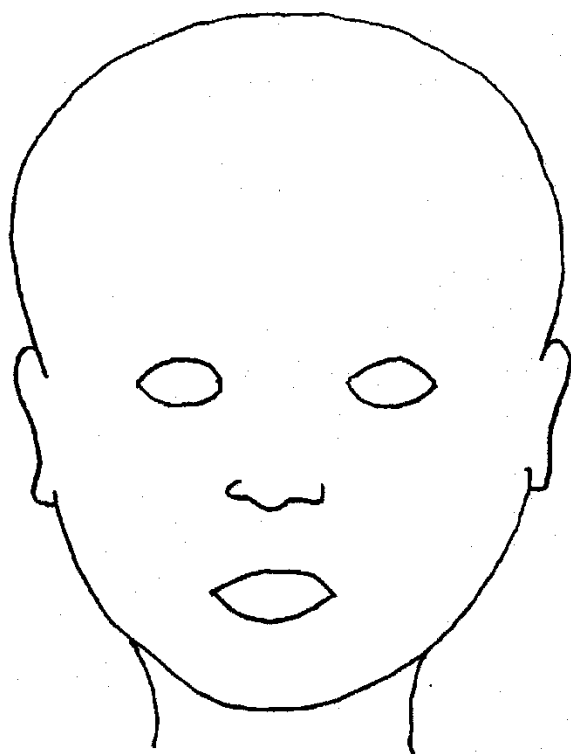
Date and time of observation: \_\_\_\_\_



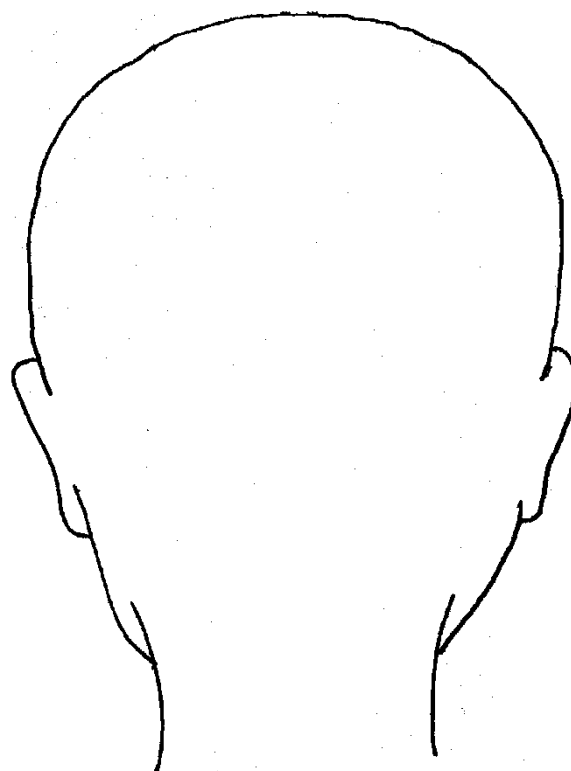
Name of pupil:

Date and time of  
observation:

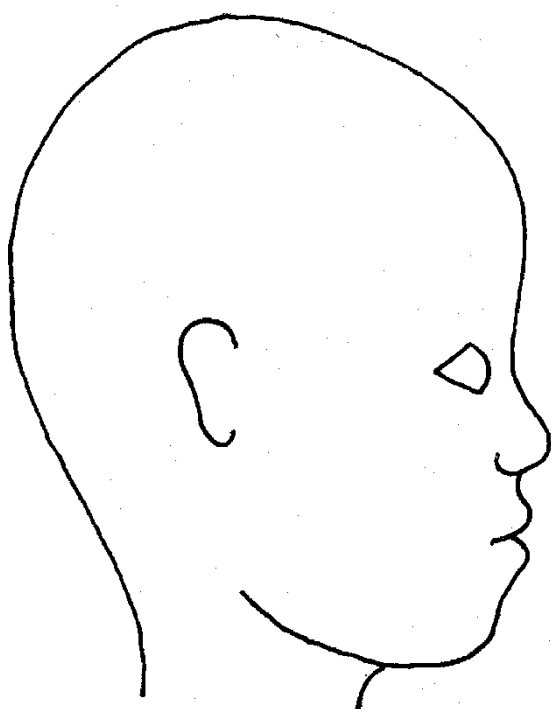
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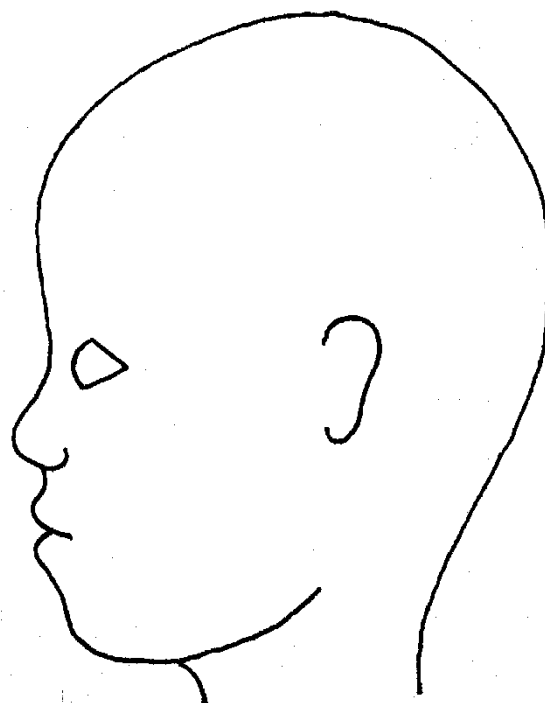
**FRONT**



**BACK**



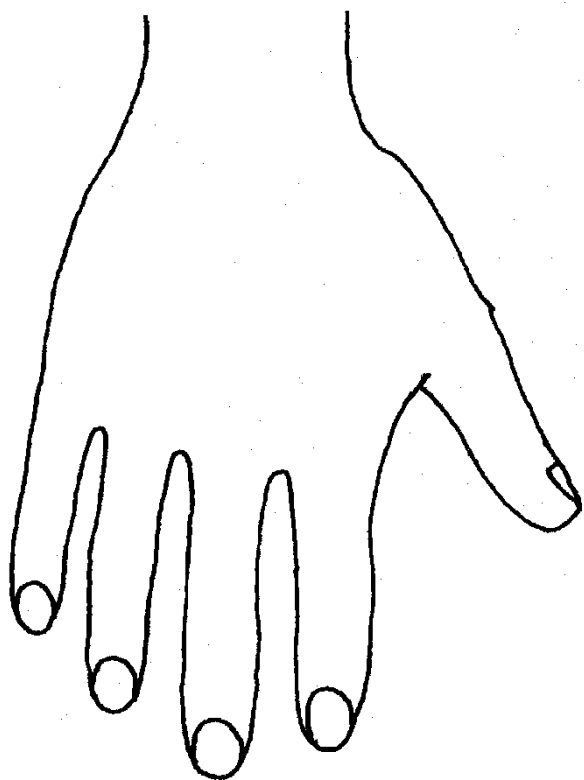
**RIGHT**



**LEFT**

Name of pupil:

Date and time of  
observation:

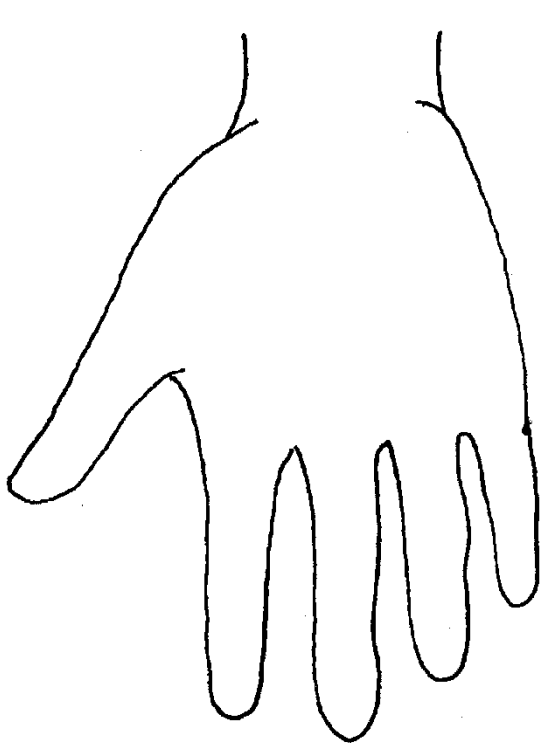


R



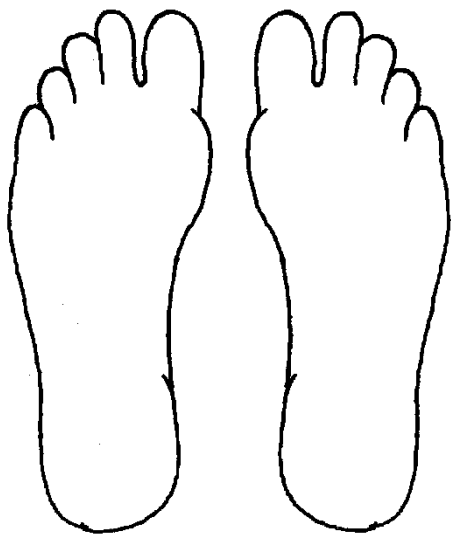
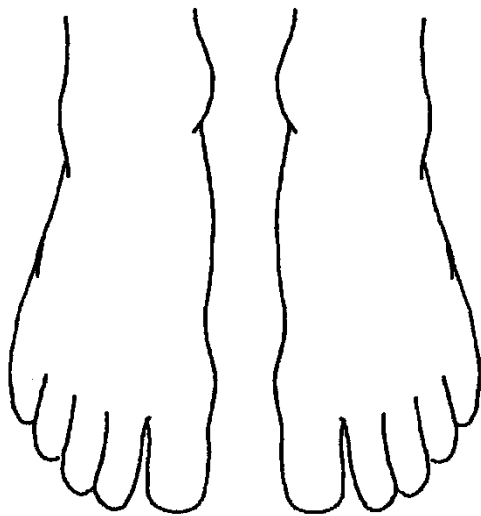
L

**BACK**



Name of Pupil:

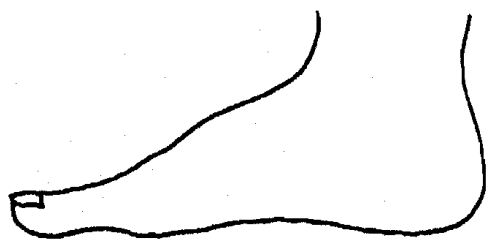
Date and time of observation:



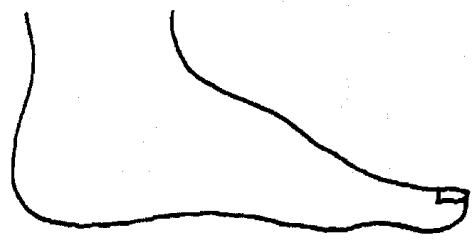
R TOP L

R BOTTOM L



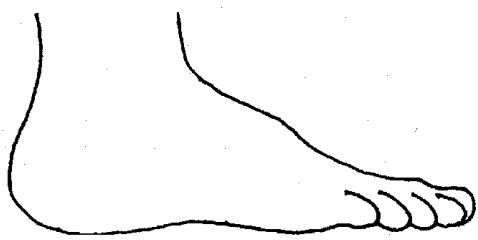


R



L

INNER



R



L

OUTER

Printed Name,  
Signature and Job title  
of staff:

\_\_\_\_\_

## Appendix C -Additional advice and support

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

### Abuse

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

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

[Domestic abuse: Various Information/Guidance](#) - Home Office (HO)

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

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

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

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

### Bullying

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

### Children missing from education, home or care

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

[Child missing from home or care](#) - DfE statutory guidance

[Children and adults missing strategy](#) - Home Office strategy

### Children with family members in prison

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

### Child Exploitation

[Trafficking: safeguarding children](#) - DfE and Home Office guidance

[Care of unaccompanied and trafficked children](#) – DfE statutory guidance

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

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

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

### Confidentiality

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

### Drugs

[Drug strategy 2021](#) - Home Office strategy

Policy led by: IT

Reviewed: November 2022

Next review: November 2023

[Information and advice on drugs](#) - Talk to Frank website

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

**(so called) “Honour Based Abuse” including FGM and forced marriage**

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

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

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

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

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

## **Health and Well-being**

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

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

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

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

## **Homelessness**

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

## **Information Sharing**

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

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

## **Online safety-advice**

[Childnet](#) provide guidance for schools on cyberbullying

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

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

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

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

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

[South West Grid for Learning](#) provides advice on all aspects of a school or college's

online safety arrangements

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

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

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

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

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

### **Online safety- Remote education, virtual lessons and live streaming**

[Case studies](#) for schools to learn from each other

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

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

[London Grid for Learning](#) guidance, including platform specific advice

[National cyber security centre](#) guidance on choosing, configuring and deploying video conferencing

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

### **Online Safety- Support for children**

[Childline](#) for free and confidential advice

UK Safer Internet Centre to report and remove harmful online content

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

### **Online safety- Parental support**

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

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

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

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

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

[Let's Talk About It](#) provides advice for parents and carers to keep children safe from online radicalisation

[London Grid for Learning](#) provides support for parents and carers to keep their children

safe online, including tips to keep primary aged children safe online

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

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

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

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

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

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

### **Private fostering**

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

### **Radicalisation**

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

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

[Educate Against Hate website](#) - DfE and Home Office advice

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

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

### **Serious Violence**

[Serious violence strategy](#) - Home Office Strategy

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

[Youth Endowment Fund](#) – Home Office

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

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

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

### **Sexual violence and sexual harassment**

### **Specialist Organisations**

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

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

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

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

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

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

### **Harmful sexual behaviour**

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

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

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

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

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

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

### **Support for Victims**

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

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

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

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

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

### **Toolkits**

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

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

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

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

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

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

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

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

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

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

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

### **Sharing nudes and semi-nudes**

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

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

### **Support for parents/carers**

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

