

# Safeguarding & Child Protection

2019-2020



[www.kaa.org.uk](http://www.kaa.org.uk)

**Named personnel with designated responsibility for safeguarding**

<b>Academic year</b>	<b>Designated Senior staff</b>	<b>Nominated Governor</b>	<b>Chair of Governors</b>
2019-20	<p>Bash Malik, AP (Safeguarding lead)                      Rob Pavey VP (Deputy safeguarding officer)                      Staff with key safeguarding roles:                      Adam Whitlock, Prevent Liaison Officer, Director of Learning (Year 13)                      Ryan Bernard, VP (Attendance)                      Niall Dumigan, AP (Inclusion),                      Nikki Sullivan, SENCO                      Jenny Donaldson, Head of Autism Centre,                      Amy Gurnell, Director of Learning (Year 7)                      Megan Bryant, Director of Learning (Year 8)                      Clemmie Barrow Director of Learning/Jordan Campbell(Year 9)                      Jasmine Demeester, Director of Learning (Year 10)                      Ed Kirby, Director of Learning (Year 11)                      Olivia Boyle, Director of Learning (Year 12)                      Cassie John Charles/Linton Clarke Family Liaison Officer                      Jordan Cyrus, Senior Behaviour Manager                      Danielle Meredith, Manager of WLZ</p>	Emma Wills, Safeguarding Governor	Mick May

<b>Academic year</b>	<b>Designated Senior staff</b>	<b>Nominated person</b>	
2019-20	<p>Concerns regarding a member of staff must go directly to Bash Malik and David Benson</p> <p>Allegations against the principal must go directly to the chair of governors</p> <p>Allegations against any staff can also be reported directly to the LADO (local authority designated officer)</p>	<p>Bash Malik/David Benson</p> <p>Mick May</p> <p>Kembra Kembra Healy, LADO (Local Authority Designated Officer)</p> <p>Phone: 07739315432                      Email:kembrahealy@lbhf.gov.uk</p>	

**Policy review dates**

<b>Review Date</b>	<b>Changes made</b>	<b>By whom</b>	<b>Date Shared</b>

July 2019	<p>Revised to incorporate the current draft legislation “Keeping children safe in education” 2019, which will be confirmed in September 2019; also based on the current statutory guidance from HM Government and Department of Education in May 2018 “Keeping children safe in education”; “Sexual violence and sexual harassment between children in schools and colleges” in May 2018; and “Provision of accommodation for 16 and 17 year olds who may be homeless/or require accommodation” in April 2018</p> <p>Safer Recruitment section updated to include new section for DBS policy as approved following consultation in May 2019.</p>	Bash Malik	August 2019
-----------	--	------------	-------------

## INTRODUCTION

This safeguarding policy is consistent with the Child Protection Procedures outlined in the following publications:

Draft copy of the “DFE’s *Keeping Children Safe in Education*, published in May 2019, which will be confirmed in September 2019.

Amendments to the guidance “DFE’s *Keeping Children Safe in Education*, published in May 2018 and implementation in September 2018, greater guidance from “Sexual violence and sexual harassment between children in schools and colleges” in May 2018 and new explicit guidance and support from “Provision of accommodation for 16 and 17 year olds who may be homeless/or require accommodation” in April 2018. It reflects the current advice of the DFE and of the London Safeguarding Children Board.

- **This policy applies to all staff, governors and volunteers working in or on behalf of KAA.**

KAA, its staff and governors, are committed to safeguarding the welfare of our pupils and to providing a safe environment with robust systems to ensure the safety and healthy development of all our pupils within the academy and on related KAA trips and other activities.

Everyone working in or for KAA shares the objective of helping to keep children and young people safe by contributing to:

- ensuring that KAA provides a safe environment in which children and young people can learn and develop, and
- identifying children and young people who are suffering or likely to suffer abuse and taking appropriate action with the aim of making sure they are kept safe both at home and in KAA.

We recognise that some children *may* be especially vulnerable to abuse. We are committed to doing our best to identify such children and to working with the appropriate authorities to support and safeguard them.

We are committed to providing all our pupils with a safe learning environment, free of bullying and other forms of harassment, and to teaching pupils to act safely in and outside KAA and on the internet.

We will always take a considered and sensitive approach in order to support all our students.

**The policy includes the statutory guidance, part 1 “Keeping children safe in education” September 2019, which should always be read thoroughly as part of the safeguarding expectations. This is Appendix 9**

## I. CHILD PROTECTION

- KAA staff have a professional duty to take action on suspicions of abuse, or reported allegations of abuse, following the procedures set out below.
- 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. It can take many forms and guidance is set out below on the possible warning signs, appropriate procedures and the definition of abuse used by KAA, informed by the current guidance from DFE and the London Safeguarding Children's Board.
- This section comprises the following information:

### **A. Aims of the policy**

### **B. Identifying children who are suffering or likely to suffer abuse**

### **C. Procedures to ensure that children are safe at KAA and at home**

- Immediate reporting requirements
- Responding to disclosure
- Action by Designated Senior Person
- Action following a Child Protection referral
- Recording and monitoring
- Supporting the child and partnership with parents

### **A. Aims of the policy incorporates the changes in the draft “Keeping children safe in education 2019”) but fundamentally is based on the ‘Keeping children safe in education’ 2018 guidance.**

1. To support the child's or young person's development in ways that will foster security, confidence and independence;
2. To raise the awareness of all staff of the need to safeguard pupils and of their responsibilities in identifying and reporting possible cases of abuse;
3. To raise awareness of all staff on how to manage the requirement to maintain an appropriate level of confidentiality. Staff should never promise a child that they will not tell anyone about an allegation.
4. To provide a systematic means to monitor pupils known or thought to be at risk of harm;
5. To emphasise the need for excellent levels of communication between all members of staff;
6. To develop a structured procedure that will be followed by all staff in cases of suspected abuse;
7. To develop and promote effective working relationships with other agencies, especially early help, social services, prevent, channel programme and the police; and

8. To ensure that all staff, governors and volunteers at KAA who have access to pupils, have current DBS checks, their identity verified by original documentation and that references are checked in line with safe recruitment policies.

## **B. Identifying children and young people who may be suffering abuse**

### **Definitions**

The Children Acts 1989 and 2004 define a **child** as anyone who has not yet reached his/her 18<sup>th</sup> birthday.

KAA uses the definition of 'abuse' as described in "Keeping children safe in education" May 2016 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Abuse takes many forms, including physical, sexual, emotional and neglect.

**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.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This may include conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. Also, non-contact activities such as involving children in looking at, or in the production of, sexual images or watching sexual activities.

**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.

Teachers and other adults in KAA are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or KAA staff being alerted to concerns.

Staff must be aware that there is greater risk for students on the SEN register and Looked After Children, as well as children who were previously looked after.

### **Signs of possible abuse**

The following list is not prescriptive and many signs listed will not necessarily indicate abuse.

They can only act as a guide:

- Unexplained injuries, bruising etc...
- Absences from KAA that do not have a reasonable explanation or exhibit a suspicious pattern,
- Significant change of behaviour,
- Watchful cautious response to adults,
- Inability to be spontaneous,
- Aggressive or abusive,
- Bullying other children or being bullied,
- Underachieving, unable to concentrate,
- Avoiding the removal of clothing in PE, etc.
- Truancy, lying or stealing,
- Inability to trust others and make friends.

Potential indicators of sexual abuse:

- Loss of self-esteem,
- Significant lack of self-care i.e. dirty clothing,
- Inappropriate use of sexual talk or sexualised behaviour,
- Wetting/soiling,
- Fearful of physical contact,
- Eating disorders, substance/drug use, cutting, etc.

There are specific safeguarding issues, which staff will be made aware of and procedures which have been put in place in this policy and in other policies (for example, attendance policy/Promoting British Values) to support tackling these issues.

- bullying including cyberbullying
- children missing education
- child missing from home or care
- child sexual exploitation (CSE)
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage- and Annex A
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health

- missing children and adults' strategy
- private fostering
- preventing radicalisation
- relationship abuse
- sexting
- trafficking
- Upskirting

Further information on specific issues.

**FGM** definition: FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for nonmedical reasons.

FGM is illegal in the UK. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, 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 practitioners 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.

The age at which girls undergo FGM varies enormously according to the community, from new born to first pregnancy. Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in the summer holidays, in order for there to be sufficient time for her to recover before returning to her studies.

Some of the indicators FGM may be about to take place:

- It may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin.
- A professional may hear reference to FGM in conversation, for example a girl may tell other children about it
- A girl may confide that she is to have a ‘special procedure’ or to attend a special occasion to ‘become a woman’.
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- Parents state that they or a relative will take the child out of the country for a prolonged period.

There are a number of indications that a girl or woman has already been subjected to FGM: A girl or woman may have difficulty walking, sitting or standing and may even look uncomfortable.

- A girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating. A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems.
- A girl or woman may have frequent urinary, menstrual or stomach problems.
- There may be prolonged or repeated absences from school or college.

A comprehensive list of indicators are available in appendix I

## **Child Sexual Exploitation**

(Updated guidance May 2018)

The definition of child sexual exploitation is as follows: Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Potential indicators of child sexual exploitation

Children rarely self-report child sexual exploitation so it is important that practitioners are aware of potential indicators of risk, including:

- Acquisition of money, clothes, mobile phones etc without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicious of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

## **Child criminal exploitation: county lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

Impact:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

## **Domestic abuse**

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

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

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

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

## **Peer on peer abuse**

This is defined when children abuse other children. This type of abuse can take many forms:

- Bullying
- Sexual violence
- Sexual harassment
- Sexting

- Physical abuse

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

This type of abuse can occur in the following way:

- This can happen between two children of any age and gender
- It could be a group of children sexually assaulting or harassing one child or a group of children
- Most vulnerable are girls, LGBT and students with SEND

Staff should at **all times** challenge, never tolerate or dismiss any behaviour that can be considered either a form of sexual harassment or violence.

Key definitions for sexual violence:

- **Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.
- **Consent:** Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice

**Key definitions for sexual violence:**

- **Sexual harassment:** Sexual harassment means “unwanted conduct of a sexual nature” that can happen both online and offline.
- Sexual harassment can include the following examples:
- Online sexual harassment. This may be one specific incident or a pattern of sexual harassment and/or sexual violence. Examples:
  - non-consensual sharing of sexual images and videos;
  - sexualised online bullying;

- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats
- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual “jokes” or taunting;
- physical behaviour, for example deliberately brushing against someone

### **Upskirting – Is a criminal offence**

‘Upskirting’ typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

### **HBV**

‘Honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Practitioners 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.

There are a range of potential indicators that a child may be at risk of HBV are similar to the signs for FGM.

### **Forced marriage**

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

### **Children and the court system**

Children can be stressed owing to court appearances or making new child arrangements owing to separations.

### **Children missing from education**

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities.

This may include the following:

- abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation.
- mental health problems
- risk of substance abuse,
- risk of travelling to conflict zones,
- risk of female genital mutilation or risk of forced marriage.

Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school or college's unauthorised absence and children missing from education procedures.

## **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

Indicators that a family may be at risk of homelessness:

- household debt, rent arrears,
- domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

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, which includes:

- 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 new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis.

However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will lead on this but the DSL will have to implement strategies and inform services of concerns as soon as possible.

## **Preventing radicalisation**

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and

friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

At KAA, it is the duty of all staff to protect vulnerable students from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in student's behaviour which could indicate that they may need help or protection. KAA staff should use their judgement in identifying students who might be at risk of radicalisation and act proportionately which may include the Prevent liaison officer making a referral to the Channel programme. Further guidance and information can be found in Appendix 2, "Promoting British Values."

### **Prevent**

From 1 July 2015 specified authorities, including all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".

This duty is known as the Prevent duty. Indicators of extreme behaviour includes some of the following:

- Verbal comments- praising Daesh or Jihad; praising extreme figure heads (Hitler); discussing other religions in a disparaging way
- Peer actions- refusing to work with others owing to their religion/beliefs
- Personal beliefs- extreme views on foreign policy; claims they should fight for their people abroad
- Communications- the use of social media to publicise extreme views; drawing inflammatory images (swastikas)

Further indicators are available in appendix 2 "Promoting British Values."

### **C. Procedures**

All staff follow the Child Protection Procedures which are consistent with '*Working Together to Safeguard Children*' (2015) '*What to do if you are worried a child is being abused*' (2015) and '*Keeping children in education*' (2018).

It is **not** the responsibility of KAA staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff have a duty, however, to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of students will be recorded and discussed with the designated senior person with responsibility for child protection prior to discussion with parents.

#### **Issues that require immediate reporting by staff**

- any suspicion that a student is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play,
- any explanation given which appears inconsistent or suspicious,

- any behaviours which give rise to suspicions that a student may have suffered harm (e.g. worrying drawings or play),
- any concerns that a student may be suffering from inadequate care, ill treatment, or emotional maltreatment,
- any concerns that a student is presenting signs or symptoms of abuse or neglect,
- any significant changes in a student's presentation, including non-attendance,
- any hint or disclosure of abuse from any person,
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present).
- any concerns of a student's showing physical discomfort, including walking and sitting down.
- any concerns regarding a student suffering urinary, menstrual or stomach problems after lengthy absence.
- any concerns regarding a student expressing support for terrorism or any form of extremism in language or actions.
- Any concerns a girl has had Female Genital Mutilation (FGM). This will be a mandatory reporting duty by all staff to the police.

### **Responding to disclosure**

Disclosures or information may be received from students, parents or others. KAA recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated senior person and make a contemporaneous record.

### **Action by the Designated Senior Person**

Following any information raising concern, the senior designated person will consider:

- any urgent medical needs of the child,
- discussing the matter with other agencies involved with the family,
- consulting with appropriate persons e.g. Safeguarding Officer, Prevent liaison officer, RBKC Social Care, Channel
- the student's wishes.

Then decide, in accordance with the procedures or advice of the LA safeguarding children's board:

- where possible to talk to parents, **unless** to do so may place a student at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk;
  - whether to make a child protection referral to children's social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately;
- OR:**
- not to make a referral at this stage;

- if further monitoring is necessary; or
- if it would be appropriate to undertake an assessment and/or make a referral for other services.
- These services can include Early Help, which can provide voluntary support to families

All information and actions taken, including the reasons for any decisions made, will be fully documented. Any referrals to children's social care will be accompanied by a standard referral form.

### **Action by the Designated Prevent Liaison Officer**

If the disclosure is in relation to extremist views or actions, the designated Prevent liaison officer will initiate a process as follows:

- gather all relevant detail from the referrer and discuss with the designated safeguarding officer to understand any broader safeguarding concerns and links
- seek advice from the Prevent education officer at the local bi-borough
- action may take the form of the following:
  - speak to the student about the concerns and evaluate whether further cause for concern is necessary
  - put a support package in place to address concerns in-house using approved resources and monitor
- when further concern is flagged, or at the advice of the Prevent education officer at the local bi-borough, a referral might be made to the Channel Panel
- in accordance with the Channel process, the following actions may be taken:
  - Channel Panel sometimes do a background check on the student to see if any pre-existing concerns are present.
  - information about concerns are given to the Channel Panel by the designated Prevent liaison officer at KAA to discuss at the first meeting. This takes a multi-agency approach to offer ways to support the student, family and KAA in working through extremist ideologies.
  - agreed support is put in place and monitored by the designated Prevent liaison officer and safeguarding officer.

*N.B (1): In the early stages it is important to note that parents/guardians are informed when Prevent related discussions are had with students and no Channel process can take place without the consent of parents/guardians.*

*N.B (2): The designated Prevent liaison officer at KAA will be present in all Channel meetings to ensure the best interests of the student are always at the heart of the discussion.*

*N.B (3): The whole process is recorded in writing and will go on the student's file via CPOMS purely as a record for safeguarding; this will be confidential to the school and only shared with the local Prevent team should the need arise. This record will not be used in any future referencing or disadvantage the student in any way.*

### **Action following a child protection referral**

The Designated Senior Person or Prevent liaison officer will:

- make regular contact with the social worker involved/Channel officer to stay informed;
- wherever possible, attend strategy discussion meetings;
- provide a report for, attend and contribute to any subsequent Child Protection Conference or Channel Panel;
- if the child or children are placed on the Child Protection Register, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences;
- where a child on the child protection register moves from the KAA or goes missing, immediately inform the key worker in the social care department.

### **Recording and monitoring**

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be dated.

All Child Protection documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be only accessible to the Principal / Senior Designated Person. Anonymised records of all referrals will be made available to governors every half term.

### **Supporting the child and partnership with parents**

- KAA recognises that the child's welfare is paramount and that good child protection practice and outcome rely on a positive, open and honest working partnership with parents.
- While, on occasion, we may need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child, acting with the advice of the LA children's safeguarding board as appropriate.
- We will provide a secure, caring, supportive and protective relationship for the child.
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why.
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Person will determine which members of staff need to know personal information and what they need to know to support and protect the child.

## 2. SAFE RECRUITMENT

The KAA fully observes current DFE guidance *Keeping Children Safe in Education (2019)*. We ensure that all appropriate measures are applied in relation to everyone who works in the academy who is likely to be perceived by the children as a safe and trustworthy adult including volunteers and staff employed by contractors.

Safer recruitment practice includes:

- scrutinising applicants
- undertaking interviews,
- verifying identity and academic or vocational qualifications,
- obtaining professional references,
- checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.
- Undertaking Disclosure and Barring Service checks for a person to be involved in 'regulated activity'.

### **Single central register**

A single central record of safeguarding checks for all staff working within KAA, either on a paid or voluntary basis must be maintained. This information should be entered into the HR information system and reports on this information will be extracted as required.

Staff responsible for maintaining the single central register should refer to the academy's document 'guidance notes on safe recruitment' for full details. The register should be regularly updated and checked by the appropriate staff.

Appendix 3 provides details of KAA Safe recruitment policy

### 3. ROLES AND RESPONSIBILITIES

The KAA Governing Body retains statutory responsibility for ensuring that all legal responsibilities are discharged.

Responsibility is delegated to the **Designated Senior staff** to act on their behalf and ensure that policies are also compliant with local authority guidance and locally agreed inter-agency procedures, and that procedures for dealing with allegations of abuse against staff and volunteers comply with local authority guidance and locally agreed inter-agency procedures.

The KAA Governing Body is responsible for ensuring compliance with DFE guidance and all legal responsibilities in relation to safe recruitment.

Responsibility to ensure that KAA complies with these set policies is delegated to the **Designated Senior staff**. Training on these responsibilities and the changes required to comply with the Independent Safeguarding Authority (ISA)'s vetting and barring scheme is provided by KAA.

The KAA Governing Body will require **the Designated Senior staff** to report on the measures they are taking to ensure compliance.

***The KAA Governing Body will ensure that:***

- the academy has a child protection/safeguarding policy and procedures in place that are consistent with DFE and London Safeguarding Board guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- KAA operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- the academy has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from DFE and locally agreed inter-agency procedures;
- a senior member of the academy's leadership team is designated to take lead responsibility for child protection;
- a Prevent liaison officer is in place designated to lead on preventing radicalisation;
- a governor is nominated to be responsible for liaising with the wider KAA Governing Body and the academy sponsors in the event of allegations of abuse being made against the Principal or governing body member having any concerns as to the academy's compliance with DFE or other guidance;
- where services or activities are provided on the Academy premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the Academy on these matters where appropriate;
- they review their policies and procedures annually.

***The Designated senior staff with Responsibility for Child Protection will ensure that:***

- the policies and procedures adopted by the KAA Governing Body are fully implemented, understood and followed by all staff;
- the nominated governor with responsibility for child protection is made known to all staff;
- work effectively with the designated Prevent liaison officer;
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

***The Designated senior staff with Responsibility for Child Protection will manage:***

**Referrals**

- refer cases of suspected abuse or allegations to the relevant investigating agencies;
- act as a source of support, advice and expertise within the academy;
- inform the Principal of any issues and ongoing investigations and ensure there is always cover for this role.

**Training**

- recognise how to identify signs of abuse and when it is appropriate to make a referral;
- ensure that all staff have access to and understand the academy's child protection policy;
- ensure that all staff have received training (with refresher courses at a minimum of once every three years);
- keep detailed accurate secure written records and/or concerns;
- obtain access to resources and attend any relevant or refresher training courses at least every two years.

**Raising Awareness**

- ensure that the child protection policy is updated and reviewed annually;
- ensure that parents are made aware of the child protection policy;
- where a child leaves the academy, ensure that the child protection file is copied for the new academy as soon as possible and transferred to the new academy separately from the main pupil file. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Education Social Work Service.

**Reporting**

- The Designated Senior Persons will report every half term to the KAA Governing Body on child protection issues in the academy.

***All staff and volunteers will:***

- fully comply with the KAA's policies and procedures;
- attend appropriate training;
- inform the designated senior person of any concerns

## 4. E-SAFETY (To be updated September 2018)

### Principles

*“Swimming pools can be dangerous for children. To protect them, one can install locks, put up fences and deploy pool alarms. All of these measures are helpful, but by far the most important thing that one can do for one’s children is teach them to swim.”*

*‘Youth, Pornography and the Internet’ - National Research Council USA 2002*

We teach our children to swim not just to prevent them from drowning but also for the pleasure they may get from it and the benefits it brings to their health. Similarly, KAA believes that we must teach children to ‘swim’ in the online world not only to ensure their safety but also to enable them to improve their emotional health and their enjoyment of the world. E-safety is always about balancing opportunities with risks and we believe as firmly in maximizing opportunities as in minimizing risks. KAA believes that in order to maximize the opportunities within this environment, whilst concurrently minimizing the risks, we must encourage children and young people to develop as responsible online citizens. Such citizens will recognise their responsibility to keep themselves and their peers safe online, but they will also recognise the responsibility they have to present themselves as positive role models. It is only through the development of a sense of online responsibility that we can ensure the safety and well-being of today’s children and young people.”

All of the ‘staying safe’ aims apply equally to the ‘virtual world’ that children and young people will encounter whenever they use ICT in its various forms. For example, we know that the internet has been used for grooming children and young people with the ultimate aim of exploiting them sexually; we know that ICT can offer new weapons for bullies, who may torment their victims via websites or text messages, which includes “sexting”; and we know that children and young people have been exposed to inappropriate content when online, which can sometimes lead to their involvement in crime and anti-social behaviour. This is why there are appropriate levels of filtering established to ensure students are also safe from terrorist and extremist material when accessing the internet in school.

It is the duty of the academy to ensure that every child in their care is safe, and the same principles should apply to the ‘virtual’ or digital world as would be applied to the academy’s physical buildings.

The outline guidance on minimising how to deal with any infringements, which includes expectations of both students and staff, training and relevant technical support are available in Appendix 4.

## 5. Allegations of abuse made against staff

### A. This is to deal with cases where it has been alleged a member have staff has:

- 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 or she would pose a risk of harm to children.

### B. Key points that will always be considered:

This applies to staff currently working in the school. Historical or cases where the staff has left should be referred immediately to the police

The employers have a duty of care to the employee and a named contact for support needs to be provided if a staff member is suspended. Also, the case needs to be dealt with very quickly, and in a fair and consistent way.

### C. Action taken by the designated safeguarding officer:

- Designated officer will discuss the disclosure with the principal
- If the disclosure/allegation is made against the principle, the designated officer will inform the chair of governors directly
- The following should be used when determine the outcome of the allegation investigations:
  - Substantiated: there is sufficient evidence to prove the allegation;
  - Malicious: there is sufficient evidence to disprove the allegation;
  - False: there is sufficient evidence to disprove the allegation;
  - Unsubstantiated: there is insufficient evidence to either prove or disapprove the allegation. The term, therefore, does not imply guilt or innocence.
- The designated officer will decide on informing the appropriate authorities, including social services and the police if necessary and agree actions.
- The designated officer will follow the guidance in 'working together to safeguard children' at all times to follow procedures of informing parents at the appropriate time, agreed with external agencies (social services, police)
- The school representative will make every effort to maintain **confidentiality** as directed in the Education Act 2002.
- The designated officer will have oversight of the investigation and will agreed decision in a strategy discussion.
- Review actions taken if the allegations were substantiated or if a person has been reinstated form a suspension.

#### **D. Role of the Principal:**

- The Principal or the chair of governors (in the case of the allegations against the principal) will inform the member of staff of the agreed actions.
- The Principal or chair of governors will ensure the staff member has a named representative to keep the member of staff informed at all times of the investigation.
- The Principal will consider whether the member of staff should be suspended but this should be an automatic response.
- The Principal has a legal duty to make referral to the DBS where they think an individual has engaged in conduct that harmed or is likely to harm a child; or if a person otherwise poses a risk of harm to a child,
- The Principal must facilitate if a member of staff has been suspended but can now return to work.
- The Principal with the designated safeguarding officer will have to review actions taken if the allegations were substantiated or if a person has been reinstated from a suspension.

#### **E. Record keeping:**

- If it has been found to be a malicious allegation, details of allegations should be removed from personnel file of the accused.
- All other forms of allegations, actions taken and decisions reached will be kept in a confidential personnel file of the accused and a copy provided to the person concerned.
- The record should be kept until accused person reaches pension age or for a period of 10 years from the date of the allegations.

**At all times throughout this process the designated Safeguarding Officer/Principal and chair of governors will always consult the appropriate agencies to ensure information is shared and record appropriately and therefore the appropriate actions are always taken.**

**Also, a referral has to be made to the Disclosure and Barring Services (DBS) if a person has been dismissed or removed owing to safeguarding concerns, or would have been had they not resigned. This is a legal duty and failure to do so is a criminal offence.**

## 6. BULLYING

KAA staff should recognise that children are capable of abusing their peers and tackling all forms of bullying will minimise the risk of peer on peer abuse.

There are many ways this can manifest itself and this includes:

Sexting

Sexual touching

Sexual assault

Initiation/hazing type violence

Other forms of physical bullying

Cyber bullying

Pupils, staff and visitors to the academy will be treated with respect, courtesy and consideration at all times. Physical or other forms of bullying, including cyber bullying, are not tolerated in or outside the academy and are dealt with in the academy's Behaviour and Ethos Policy.

To prevent instances of bullying the academy will:

- seek to identify bullies,
- address the needs of individual children, both bullies and victims,
- provide a consistent response to bullies and their victims,
- implement a system to deal with different degrees of bullying,
- secure clear agreement among all the adults involved on the steps forward,
- provide time during the academy's in-service training programme to discuss issues associated with children's physical, social and educational well-being, and
- disseminate the academy's anti-bullying policies and procedures throughout the academy.

New pupils are at particular risk of bullying. New pupils should be introduced properly to KAA life and routines. In order to ensure that pupils feel safe and secure in different areas of the academy, there are duty rotas for times before KAA, after KAA, during breaks and between lessons. Nonetheless teachers should consider the needs of new pupils in the following areas:

- Introductions and welcomes
- Playtimes and Breaks
- Tours of the academy
- Toilets
- Meal times

Other vulnerable groups: SEN (Special Educational Needs) students and LAC (Looked after students) can face greater risks and KAA staff must be aware:

- Not to make assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- understanding communication barriers and difficulties in overcoming these barriers.

The academy behaviour and ethos policy is based on the academy aims, as follows:

- To create a positive learning environment which promotes the development of children in the fullest sense and their learning and success in KAA;
- To empower children, by encouraging them to develop:
  - enthusiastic, enquiring minds,
  - the ability to question and present rational arguments,
  - independent, positive and engaged approaches to working.
- To help children realise their full potential through the highest quality of learning, teaching and experiences across the whole KAA curriculum (intellectual, social, physical, ethical, moral and spiritual);
- To prepare children for the future, and the world of work. To help children make good use of recreational time. To help children become valued members of society;
- To develop every child's sense of citizenship and contribution to the wider community

**Ethos:**

- KAA aims to treat people with dignity, fairness, respect, sensitivity, care, generosity, kindness, courtesy and friendliness.
- At KAA, we value the constructive and positive contribution that each individual brings to KAA and each person's role in the academy.
- KAA offers support, encouragement and enthusiasm. We have high expectations of children's work and behaviour and through this teach motivation.

## 7. HARASSMENT, DISCRIMINATION AND VICTIMISATION

KAA has due regard for the need:

- to eliminate discrimination, harassment and victimisation, and
- to promote equal treatment for all.

KAA and each of its academies will:

- Welcome and provide for all its students and employees;
- Help all students and employees to achieve their full potential;
- Ensure that no student, employee or applicant receives less favourable treatment on grounds of sex (including marital status or gender reassignment), sexual orientation, age, disability, race (including nationality, ethnic or national origins or colour), religion or belief (except where an KAA's status as a church KAA permits any limitation, or where any other statutory exception applies);
- Ensure that all statutory obligations are met.

This section should be read in conjunction with the KAA Academies' Human Resources Policies on 'Equal Opportunities' and 'Diversity in the Work Place'

### **Monitoring and review**

The principal is responsible for implementation of this policy, for the provision of monitoring and reporting information to KAA.

## 8. USE OF REASONABLE FORCE

### “What is reasonable force?”

1. The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. ‘Reasonable in the circumstances’ means using no more force than is needed.
4. As mentioned above, Academies generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. KAA staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.”

### Who can use reasonable force?

- All members of KAA staff have a legal power to use reasonable force
- This power applies to any member of staff at KAA. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on an KAA organised visit.

### When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

At KAA, force is used for two main purposes: to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

### KAA can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;

- prevent a pupil behaving in a way that disrupts an academy event or an academy trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

**KAA cannot:**

- use force as a punishment – it is always unlawful to use force as a punishment.

**Power to search pupils without consent**

In addition to the general power to use reasonable force described above, head teachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

*‘Use of reasonable force’ DFE- July 2013*

- When a member of staff has had to use reasonable force they must complete form shown in appendix 5 and all incidents will be recorded on the restraint log in the safeguarding folder on the k drive

## 9. EQUALITY IMPACT STATEMENT

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of race equality, equality for disabled persons, gender equality and community cohesion using an appropriate Equality Impact Assessment. The policy may be amended as a result of this assessment.

- **APPROVED BY GOVERNING BODY:**

- **Review Date: August 2019**

## 10. APPENDICES

### **APPENDIX I: FGM indicators**

Below are some of the factors in addition to a girl's or woman's community or country of origin that could increase the risk that she will be subjected to FGM:

- The position of the family and the level of integration within UK society – it is believed that communities less integrated into British society are more likely to carry out FGM.
- Any girl born to a woman who has been subjected to FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl who has a sister who has already undergone FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl withdrawn from Personal, Social and Health Education or Personal and Social Education may be at risk as a result of her parents wishing to keep her uninformed about her body and rights.

Some of the indicators that FGM may be about to take place:

The age at which girls undergo FGM varies enormously according to the community, from new born to first pregnancy. Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in the summer holidays, in order for there to be sufficient time for her to recover before returning to her studies.

- It may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin.
- A professional may hear reference to FGM in conversation, for example a girl may tell other children about it
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- Parents state that they or a relative will take the child out of the country for a prolonged period.
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent (lists available in Section 2.5 for the nationalities that traditionally practise in the Multi-Agency Practice Guidelines: Female Genital Mutilation).
- Parents seeking to withdraw their children from learning about FGM.  
There are a number of indications that a girl or woman has already been subjected to FGM: A girl or woman may have difficulty walking, sitting or standing and may even look uncomfortable.

- A girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating. A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems.
- A girl or woman may have frequent urinary, menstrual or stomach problems.
- There may be prolonged or repeated absences from school or college.
- A prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM.
- A girl or woman may be particularly reluctant to undergo normal medical examinations.
- A girl or woman may ask for help, but may not be explicit about the problem due to embarrassment or fear.
- A girl may talk about pain or discomfort between her legs.



## Introduction

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

The duty of KAA is therefore:

- To protect students from radicalising influences
- To build students' resilience to extremist narratives
- To ensure the classroom is a safe space to for students to discuss ideas and controversial issues freely and openly
- To provide skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments
- To promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs
- To identify vulnerabilities or worrying changes in behaviour
- To use the internal referral process so the Prevent liaison officer can make a judgement about reporting the student to Channel

This policy is therefore in two parts:

- Management for when an example of extremism is brought to staff attention.
- Prevention.

### **Examples of extreme behaviour that must be reported are as follows:**

There is no single route to radicalisation; however, there are some behavioural traits that could indicate a student has been exposed to radicalising influences. This is not an exhaustive list and staff should report any behaviour that concerns them even if it is not directly referred to on this list.

### **Verbal Comments:**

#### **Comments that denounce certain groups or give support to violent actions**

- Heard praising terror attacks such as 9/11, London Bridge, Manchester, Finsbury Park Mosque, Charlie Hebdo or similar
- Makes comments such as 'there are too many Muslims in this country'
- Speaks of martyrdom
- Overheard talking about 'Kafir', 'Infidel' or 'Non believers'
- Often talks about other faiths/cultures in a disparaging fashion
- Praises Daesh or Jihadi's and their actions
- Is overheard making comments regarding war and terror in the fashion of 'an eye for an eye'
- Praises Hitler or other extreme figureheads
- Promotes anti-Semitic rhetoric

## **Actions:**

- **Peer Actions.**

- Student isolates him/herself from their friends suddenly
- Claims the people they used to be friends with are 'not religious enough'
- Refusing to engage in everyday class activities claiming them to be 'Haram' (undesired, unholy or un-Islamic)
- Refusing to work with people they consider to be 'non believers' or because they are of a particular faith
- Refuses listen to different points of view and or is increasingly argumentative over political and religious ideologies

- **Personal Beliefs.**

- Claims that they would 'fight for their people' in foreign countries
- A pre occupation with the wars in other countries and extreme views on foreign policy.
- Expressing the sentiment that Jewish or other products from a culture that is not their own should be boycotted
- A pre occupation with conspiracy theories absolving their culture or religion from any blame or justifying extreme actions.
- Feels persecuted or attacked by a Western government
- Suddenly converting/reverting to a new religion

- **Communication.**

- Drawing inflammatory images such as swastikas or logos linked to extremist groups.
- Using social media to engage with or publicise extreme sentiments.
- Writing anything in classwork or homework that expresses any extreme sentiments. This includes creative writing.
- Asking informally to change name / online identity. More than one online identity.

It is important for staff to remember that anything that raises questions about potential extremism should be instantly referred on. It is always better to be over cautious.

## Management

Staff trained on how to identify extremist behaviour. This includes identification of any extremist words used in emails sent between students. ICT manager will maintain an up to date list of potential words.

Staff member identifies a potential risk or example of extremist behaviour.

Statement and evidence sent to A. Whitlock for collation. B. Malik, Safeguarding Officer, informed of incident and action agreed. CPOMS recorded and updated accordingly. Principal to be consulted if necessary.

A. Whitlock liaises with Tina Bencik (Bi-Borough Prevent Officer) on behalf of the school. Any discussion with the student is relayed to parents.

Bi-borough Prevent officer assesses the risk and decides whether to refer case further. If parents agree to a Channel process, A. Whitlock will attend all Channel meetings with the Home Office to monitor the case and report to the child protection officer. Once everyone is satisfied that the student is no longer

## Prevention.

KAA actively promotes pupils' spiritual, moral, social and cultural development through a blend of both curriculum materials and extra-curricular activities. This approach also enables KAA to actively promote fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

## Promoting British Values:

<b>British Value:</b>	<b>How does KAA promote this?</b>
<p><b>Democracy</b></p> <p>“A state of society characterised by formal equality of rights and privileges.”</p> <p>I.e. Making decisions together.</p>	<ul style="list-style-type: none"> <li>• Students elect a student council to represent the voice of the student body.</li> <li>• Changes suggested by the student council are implemented once agreed by the Principal. For instance, a ‘girls only’ day on the MUGA.</li> <li>• Students may voice any concerns to their form representative.</li> <li>• Election of parent governor.</li> <li>• Election of a staff governor.</li> <li>• Addressed in British Values assembly by AWK.</li> </ul>
<p><b><u>Key Challenges to consider:</u></b></p> <ul style="list-style-type: none"> <li>• Some students may come from countries who do not have democracy implemented. Some students may come from countries ruled by dictatorship. – <i>The importance of democracy is raised in assemblies throughout the year, student council addresses all issues raised by students. Students are encouraged to raise all concerns they have with their form representative. Examples of dictatorships and the dangers of them are highlighted in assemblies.</i></li> <li>• Some students may come from cultural backgrounds whereby men and women are not considered equal. <i>PSHE made specifically to address gender inequality and the equal rights of men and women. Human rights and equality are addressed through history and RE.</i></li> <li>• Parents unable to speak English which may potentially exclude them from partaking in voting in the general elections. <i>Ongoing activities that raise the profile of voting in light of Brexit, MEP elections and a future general election. Morning reading articles and activities have addresses all political elections and developments.</i></li> <li>• Area of heavy social deprivation (higher than average levels of FSM). Demographically these are the families least likely to vote in the general elections. <i>The importance of voting for change is highlighted by the high profile of the student council and the vote for Head Boy/Head Girl. This is addressed through year groups and by tutors in form time.</i></li> <li>• Some students may view that democracy goes against their religious views, i.e. people should not vote as there is only one true way to behave and that is through religious rules/law. <i>This is addressed directly in RE whereby students are taught as part of the curriculum that Muslims are obliged to live by the law of the country that they are living in as long as the country does not teach them to commit sin.</i></li> </ul>	

<p><b>Rule of Law</b></p> <p>“The principle that all people and institutions are subject to and accountable to law that is fairly applied and enforced; the principle of government by law.”</p> <p>i.e. understanding that rules matter.</p>	<ul style="list-style-type: none"> <li>• Behaviour policy used by all staff ensures just allocation of punishment and reward.<sup>1</sup></li> <li>• Rewards prizes and trips to promote good behaviour.</li> <li>• All students sign home/school agreement.<sup>2</sup></li> <li>• Students educated on joint enterprise and the dangers of gang culture.</li> <li>• PSHE lessons delivered on the law and why it is there to keep us safe.</li> <li>• Addressed in British Values assembly by AWK.</li> </ul>
<p><b><u>Key Challenges to consider:</u></b></p> <ul style="list-style-type: none"> <li>• There is a great suspicion of the intentions of the law in the surrounding area. Many students have not had good experiences with the law and some have family members in prison. <i>The school has good engagement with local PCSO's who are often outside of school and come in on occasion to speak to individual students/support the school. Students with relatives in prison are offered counselling with Place2be to avoid resentment being misplaced.</i></li> <li>• Many students have perceptions that the police are fundamentally racist as many have had unpleasant experiences of 'stop and search' in some areas this has led to a culture of 'them and us'. <i>Assemblies on the importance of law and order. Assembly on the importance of an ordered society. Assembly on academic achievement regardless of background.</i></li> <li>• There is a heavy gang culture in the area and some students have been identified as belonging to gangs. <i>PSHE lessons on the dangers of joining gangs and the implications of joint enterprise.</i></li> <li>• Grenfell Tower has led to an underlying resentment of the law and mistrust of local and national government in the community. <i>DBN has held many parental meetings to engage with local issues and offer transparency as a school. Counsellors take referrals from parents as well as students.</i></li> <li>• Some students may have come from countries where they have had to escape the corruption exhibited by the law. <i>British values assembly (AWK) highlights the importance of how fortunate we are to live in Britain with a law that keeps us safe. Case studies of unsafe countries with a corrupt law are addressed.</i></li> <li>• Some students may reject the rule of law as un-Islamic. <i>This is addressed directly in RE whereby students are taught as part of the curriculum that Muslims are obliged to live by the law of the country that they are living in as long as the country does not teach them to commit sin.</i></li> </ul>	

<sup>1</sup> See school behaviour policy.

<sup>2</sup> Please see copy of home/school agreement.

<p><b>Liberty</b></p> <p>“Freedom from control, interference, obligation, restriction, hampering conditions, etc.; power or right of doing, thinking, speaking, etc., according to choice.”</p> <p>I.e. freedom for all.</p>	<ul style="list-style-type: none"> <li>• English schemes cover speeches made by individuals who fought for freedom. E.g. Martin Luther King, and Ghandi.</li> <li>• KAA curriculum is based around the concept of ‘Fertile questions’ that learning is a problem to be solved. Each half term a new FQ is launched and learning builds up to encourage children to have their own opinion.</li> <li>• Teaching and Learning policy contains information on how to encourage each child to think and express themselves individually.</li> <li>• Behaviour policy ensures all children feel comfortable expressing themselves in class.</li> <li>• KAA staff are trained in the ‘growth mind-set’ mentality.</li> <li>• Teaching and learning fosters a ‘questioning culture’ which encourages open questions.</li> <li>• Addressed in British Values assembly by AWK.</li> </ul>
<p><b><u>Key Challenges to consider:</u></b></p> <ul style="list-style-type: none"> <li>• Some students are taught at home not to question the authority of religion. <i>RE curriculum based around fertile questions and a critical realist pedagogy. All assessments in RE have an evaluative element to religious practice and faith claims.</i></li> <li>• Some students come from cultural backgrounds whereby men and women are not deemed equal and thus women are not expected to have the same future as men with regard to job opportunities and career prospects. <i>Trips have been organised purely to meet key women in business. Female governors play an important role in judging house competitions. Houses are named after women who have made an impact on history. 6F lecture series has many influential women raise the issue of equal opportunities and serve as strong role models.</i></li> <li>• Some parents have a perception of British education as being fundamentally racist. <i>Apartheid and the Jim Crow Laws are addressed in history as well as RE. Specific figures of black empowerment are including within the curriculum including Hailie Selassie, Martin Luther King, Nelson Mandela, Maya Angelou, Malcolm X, and Rosa Parks etc. Colonialism is addressed in history and during morning reading articles.</i></li> <li>• Too much freedom for all could result in offending others and undertaking hate speech. <i>Rules are agreed between students and teachers for PSHE, RE rules are reiterated at the start of every term, everyone has the chance to be heard and respected. Behaviour for learning policy reflects the need for appropriate boundaries of freedom to ensure it is not abused.</i></li> </ul>	

<p><b>Respect</b></p> <p>“Esteem for or a sense of the worth or excellence of a person”</p> <p>I.e. Treat others as you would like to be treated.</p>	<ul style="list-style-type: none"> <li>• Staff are trained in ‘restorative justice’ practices. This approach encourages students to be honest about their actions, understand their impacts upon others, and to seek resolutions to past grievances.</li> <li>• KAA student pledge states that students must fulfil their potential as citizens which includes respect for others.</li> <li>• KAA Student induction week, students did a whole session on what it means to be a good citizen including celebrating and respecting diversity.</li> <li>• Respect and citizenship is a key element in many assemblies.</li> <li>• Family dining means that each child is given a different ‘dining’ role. They must have respect for one another in order for this to work.</li> <li>• Debate mate enrichment encourages listening to one another and mutual respect for other opinions.</li> <li>• Merits and commendations are rewarded for good behaviour and respect.</li> <li>• Addressed in British Values assembly by AWK.</li> </ul>
<p><b><u>Key challenges to consider</u></b></p> <ul style="list-style-type: none"> <li>• Some students come from backgrounds where positive behaviour is not praised or rewarded and family members solve disputes by shouting. <i>High emphasis on reward with a rewards assembly at the end of every term with rewards for achievement and effort separately addressed.</i></li> <li>• Understanding of ‘respect’ is different in the gang culture favoured by the local area. This may be a negative external influence on the students. <i>KAA operates ‘restorative justice’ as part of the behaviour step system, which allows disputes to be resolved respectfully and calmly. Learning mentors play a role in developing a good understanding of respect and model it for students.</i></li> <li>• Parents have expressed to the school difficulties in managing their children at home claiming that they have no respect for authority. <i>More challenging students assigned a learning/behaviour mentor who maintains a close relationship with families to repair relationships/offer suggestions.</i> <i>School maintains very good links with Early Help services for more personalised help.</i></li> </ul>	
<p><b>Tolerance</b></p> <p>“A fair, objective, and permissive attitude toward opinions, beliefs, and practices that differ from one's own.”</p>	<ul style="list-style-type: none"> <li>• Tolerance via assemblies. Assembly delivered on ‘love thy neighbour’</li> <li>• Rewards given out in assemblies for those students who have helped others.</li> <li>• Grandin Centre promotion</li> <li>• All students were delivered a lesson on understanding Autism, Down syndrome and SEN</li> <li>• Anti-bullying Week</li> </ul>

<p>I.e. Treat others as you would like to be treated.</p>	<ul style="list-style-type: none"> <li>• Homosexuality addressed in PSHE and RE.</li> <li>• Addressed in British Values assembly by AWK.</li> <li>• ‘Reflection room’ made available to all faiths. Friday <i>jumma</i> prayer is led by a member of staff</li> <li>• Students in RE frequently explore similarities in religions.</li> </ul>
<p><b>Key Challenges to consider:</b></p> <ul style="list-style-type: none"> <li>• Some students come from backgrounds whereby certain lifestyle choices e.g. Homosexuality are not considered acceptable for religious or cultural reasons. <i>Homosexuality and religious tolerance specifically addressed on separate days in anti-bullying week. In RE students look at examples of more moderate religious believers who believe you can be gay and religious.</i></li> <li>• There have been instances where students have publically identified as being homosexual and other students have expressed that their parents no longer wish them to be friends for religious reasons. <i>DOLS settle friendship disputes by having 1:1 restorative conversations. Homosexual hate speech or bullying leads to exclusion whereby expectations are reiterated in a reintegration meeting.</i></li> <li>• Some students choose to speak to one another in their home language e.g. Arabic which excludes those who do not speak it. <i>Students politely reminded by staff to speak English so everyone can be included, failing this the behaviour system applies.</i></li> <li>• Current affairs and national/world events can often have an effect on pupil’s views on tolerance. <i>World issues are tackled directly through morning reading and the newspaper articles. Students can air their concerns about world events directed by the teachers to reach an appropriate opinion/conclusion. World leaders are critically discussed to generate debate about issues of tolerance.</i></li> </ul>	

**Promoting spiritual, moral, social and cultural development**

<u>SMSC</u>	<u>How does KAA promote this?</u>
<p><b>Spiritual Development</b></p> <ul style="list-style-type: none"> <li>• Reflecting on their own beliefs.</li> <li>• Respect for other peoples feeling and values.</li> <li>• Learning about the world around them.</li> <li>• Imagination and creativity in learning.</li> <li>• Reflecting on experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE</li> <li>• Creativity is a core value, which is celebrated through rewards at end of term assemblies. Students also receive specific creativity merits.</li> <li>• Assemblies for key religious practices.</li> <li>• Authorised day off for religious observance e.g. Eid, Orthodox Christmas</li> </ul>

<p><b>Moral Development</b></p> <ul style="list-style-type: none"> <li>• Understanding the consequences of right and wrong.</li> <li>• Respecting civil and criminal law.</li> <li>• Offering reasoned views on ethical issues and being able to understand the viewpoint of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum model of fertile questions.</li> <li>• House debating.</li> <li>• RE lessons cover a wide range of ethical issues and dilemmas. Each lesson is centred on an evaluation question, which encourages student to consider the point of view of another.</li> <li>• When sent out of a lesson to IE, students have to do a self-reflection on why their behaviour was wrong.</li> <li>• RE yr7 scheme of work on introduction to ethics.</li> <li>• 2018/19 House Art Project was on the environment and climate change.</li> <li>• 6F students released to protest for climate change.</li> </ul>
<p><b>Social Development</b></p> <ul style="list-style-type: none"> <li>• Communication with other people from a wide variety of different religious, ethnic and socio-economic backgrounds.</li> <li>• Volunteering, cooperating well with others and being able to resolve conflicts effectively</li> </ul>	<ul style="list-style-type: none"> <li>• House charity week.</li> <li>• Volunteering to take part in house systems.</li> <li>• Family Dining.</li> <li>• West London Citizens</li> <li>• Enrichment.</li> <li>• House Drama</li> <li>• House Music</li> <li>• House Debating</li> <li>• Frequent assemblies on the theme of citizenship.</li> </ul>
<p><b>Cultural Development</b></p> <ul style="list-style-type: none"> <li>• Understanding and appreciation of a wide range of cultures within school and further afield.</li> <li>• Showing respect for and being willing to celebrate cultural diversity.</li> <li>• Knowledge of Britain's parliamentary systems.</li> <li>• Knowledge about culturally harmful practices such as FGM.</li> </ul>	<ul style="list-style-type: none"> <li>• Planned assemblies, which refer to religious celebrations.</li> <li>• Planned Black History month (October)</li> <li>• History curriculum, "<b>Does God make a choice in war?</b>" explores the development of the existing parliamentary systems.</li> <li>• Holocaust and Remembrance Day assemblies.</li> <li>• Ramadan Assembly</li> <li>• PSHE scheme of work for yr7 addressing the issue of FGM.</li> <li>• RE schemes of work addressing current political affairs and multicultural Britain.</li> <li>• At least one RE lesson in every scheme of work looks at beliefs in the UK today.</li> </ul>

### **Action Plan 2019/2020:**

<b><u>Action point:</u></b>	<b><u>Date for completion</u></b>	<b><u>Member of staff responsible</u></b>
AWK to ensure that all departments have completed an assessment of where they are tackling British Values through the curriculum.	October 2019	AWK /HODs
AWK to ask the borough for an up to date list of vocabulary linked to extremism. NKS to be sent a list of words linked to extremism to be included in the ICT system. This will monitor extremist communication in student emails.	July 2019	AWK
All staff to be trained/updated on the PREVENT referral process.	September 2019	AWK /BMK
All trainee/NQT staff to complete the online Home Office Prevent training for certification and record reference number.	September 2019	AWK/Trainees/NQTs
Assemblies to address key religious celebrations, which address the cultural diversity of the school.	Christmas – December 2019 Ramadan – June 2020	AWK
Black History Month to be celebrated and recognised.	Oct 2019	TBC
Yr7 to complete scheme of work on FGM.	May/June 2020	AWK / AGL
Key speakers to come in for Sixth form to lecture on issues such as Israel/Palestine and what it	TBC	AWK

means to be British in the 21 <sup>st</sup> Century.		
Yr8 to complete a scheme of work in RE Islam, including lessons on why extremism is not tolerated in the Muslim faith.	April 2020	AWK /MBR
Yr7 to look specifically at Daesh and how cultural isolation/ignorance can lead to extremism. FQ 'Is RE the most important subject in school?'	November 2019	AWK/MBR
Yr9 to study the FQ 'is revenge ever morally justifiable'. Including looking at how Malcolm X realised he was wrong to hold extreme views.	November 2019	AWK /MBR
Yr9 to have a Holocaust survivor come in to speak in line with Holocaust memorial day.	Around January 27 <sup>th</sup> 2020	AWK
Yr9 to have PSHE lessons avoiding manipulation online.	March 2020	AWK / DOL Y8 TBC
Community Questions hosted at Al Manaar Mosque with KAA represented.	March 2019	AWK
Integrative Complexity for KS4 students hosted at Al Manaar Mosque with Anjem Khan and AWK.	TBC 2019/2020	AWK
Mike Haines - brother of David Haines, beheaded by Daesh – speaks to 6F and KS4 students.	TBC	AWK

Extreme Dialogue – short stories in PSHE for every year group.	Throughout the year	AWK / TFR / Tutors
--	---------------------	--------------------

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr7	<p><b>Liberty</b>: Britain + religious freedom compared to France + veil ban. How can religion help a modern world?</p> <p><b>Democracy</b>: The issue with dictatorships (holocaust).</p>	<p><b>Tolerance + Respect</b>: debates. Do you need proof to believe?</p> <p>about the origin of the universe.</p> <p><b>Liberty</b>: different belief systems.</p>	<p><b>Tolerance</b>: Holocaust history + denial. Could some people see God as a racist?</p> <p><b>Respect</b> for Morahamic roots of three religions.</p>	<p><b>Democracy</b>: The trials of Jesus. Should anyone be blamed for Jesus' death?</p> <p><b>Rule of law</b>: changing attitudes to capital punishment.</p>	<p><b>Respect</b> for rituals important for other religions. Could I go on a pilgrimage to Westfield?</p> <p><b>Tolerance</b>: explaining links between similar</p>	<p>What does a successful philosopher do differently?</p> <p><b>Democracy</b></p> <p><b>Liberty</b></p> <p><b>Rule of law</b></p> <p><b>Tolerance</b></p> <p><b>Respect</b></p>
Yr8	<p><b>Liberty</b>: issues of religious freedom in Tibet addressed. Can you have a Religion without a God?</p> <p><b>Tolerance</b>: Buddhist teaching on love for a life.</p>	<p><b>Liberty</b>: Sikh festivals in the UK. Can you be a perfect Sikh in today's world?</p> <p><b>Rule of law</b>: Knife carrying vs Kurpan, religious obligation.</p>	<p><b>Liberty</b>: muslims living in Britain. Could you be Muslim without following the five pillars?</p> <p><b>Democracy</b>: attitudes to Shariah law.</p>	<p><b>Tolerance + Respect</b>: is different religions. Is it possible to live after we die? beliefs + funeral rites in Britain.</p>	<p><b>Democracy</b>: Religious freedom has given rise to new world religions. Does ancient mean obsolete?</p> <p><b>Rule of law</b>: Kastaforians in the UK cannot smoke Cannabis.</p>	
Yr9	<p><b>Respect</b>: mx + mk studied. Racism + Jim Crow. Is revenge ever morally justifiable?</p> <p><b>Tolerance</b>: forgiveness in religions.</p>	<p><b>Tolerance</b>: Homosexual adoption + marriage. Is there any such thing as family?</p> <p><b>Rule of law</b>: Changing attitudes to divorce +</p>	<p><b>Respect</b>: The difference in. Can there be an omnibenevolent and omnipotent God with evil in the world? Morality + moral sources.</p>	<p>General B. values to Evaluation @ in is Britain; Christian. Do Christians have three Gods?</p> <p><b>Respect</b>: British religious freedom.</p>	<p><b>Rule of law</b>: death penalty.</p> <p>Is Religion necessary for the human condition?</p> <p><b>Democracy</b>: law change on abortion.</p>	

**Liberty**: Speakers who have changed the world.

the difference between forced + arranged marriage  
**Democracy**: change in law re homosexual marriage.

**Democracy**: Christians in Parliament.  
**Rule of law**: 10 commandments in British law.

**Liberty**: Different aims of punishment + Human Rights addressed.

## **APPENDIX 3: Safe recruitment**

### **I Policy Statement**

- 1.1 KAA is committed to safeguarding and promoting the welfare of children and young people in the academy and expects all staff, including volunteers, to share this commitment. In order to meet this responsibility, a rigorous selection process should be in place to discourage and screen out unsuitable applicants. The procedures detailed in this policy ensure that all statutory requirements associated with the appointment of staff are met.

### **2 Purpose**

- 2.1 The procedures in this policy take into account relevant legislation and guidance, including the draft copy of the DCSF guidance 'Keeping Children Safe in Education' which will be confirmed 2<sup>nd</sup> September 2019. However, this guidance also incorporates DCSF guidance 'Keeping Children Safe in Education 2018' and the Commission for Racial Employment's 'Code of practice on racial equality in employment'.
- 2.2 These standards ensure that KAA promotes equality of opportunity and ensure that practices and systems are transparent, objective, thorough and consistent. When recruiting and selecting staff, the academy will ensure those involved in the recruitment and selection process receive appropriate training.
- 2.3 The selection process should take account of issues relation to safeguarding children at every stage of the procedure and avoid an over-reliance on DBS checks as a means of 'sifting' out candidates unsuitable for working with children as only a small proportion of individuals actually have a criminal conviction.

### **3 Identification of Recruiters**

- 3.1 Subject to availability of training, the academy will move towards a position in which at least one recruiter has successfully received accredited training in safe recruitment procedures.

### **4 Recruitment and Selection Procedure**

#### **4.1 Stage I – Recruitment Planning**

As soon as a vacancy arises the following actions are undertaken:

- Discussion with the Principal on the rationale for the post and/or whether the nature of the job has significantly changed.

- Discussion with the Finance Director with respect to budget availability and the salary for the post under consideration.

Once a post is approved for recruitment, the HR Advisor prepares the candidate pack with the hiring manager.

- Job description - this should state the post title, grade, lines of accountability, resources for which the post-holder is responsible. It should also include the purpose of the post, main duties and activities as well as making it clear that the post-holder will have responsibility for safeguarding the welfare of pupils.
- Person specification – this should set out the essential requirements of the post in terms of qualifications, skills, knowledge, experience, abilities and other competencies or qualities that the candidate requires. The person specification should make clear whether each criterion is essential or desirable and whether any criteria is more important any other.
- Candidate information pack for applicants, whether online or in paper form, should include the following:
  - application form,
  - essential information on the academy,
  - details of terms and conditions relating to the post
  - information about the recruitment process and how KAA safeguards against employing adults who might harm children,
  - any relevant policies for equality and diversity and the academy’s recruitment and selection procedure policies.

## 4.2 Stage 2 – Recruitment

All posts should be advertised

- Adverts for all posts, whether in newspapers, journals or online, will include the statement “the academy is committed to safeguarding children and young people”.
- All post holders are subject to a satisfactory enhanced DBS check
- The recruitment advert should be attractive, clear and as far as possible, communicate the ethos of the academy

The KAA application form **MUST** be used for the recruitment of all staff. All prospective applicants must complete an application form in full. The application form should be designed to ensure that the following minimum information is obtained from candidates prior to shortlisting:

- Full identifying details including current and former names, current address and contact details
- Academic and professional qualifications relevant to the post applied for, including awarding bodies and dates
- For teaching staff, their DfE number and evidence of QTS status

- Confirmation of whether applicant requires a work visa
- A chronological employment history since leaving education and explanation for any gaps. Start and end dates should be provided
- A declaration of any family or close relationship to existing employees or to KAA's governors or to the Aldridge Education.
- Contact details for two referees, one being his/her current employer
- Statement of the knowledge, skills, experience and qualities the applicant is able to bring to the job and how they meet the person specification
- The applicant should confirm that they are not disqualified from working with children or subject to sanctions from any regulatory body
- The applicant should confirm that they have no convictions, cautions or bind-overs

#### 4.4 **Stage 3 – Selection**

Shortlisting – The Principal will ensure that the following standards are met:

- The HR Advisor will undertake initial shortlisting to verify completeness of application forms, clarify and anomalies and an initial assessment of suitability for the role based upon the role requirements. E.g. university degree.
- The panel must include a minimum of two employees and/or governors
- Those responsible for shortlisting should take part in the interview process
- Shortlisting of candidates will be against the person specification for the post
- A standard shortlisting matrix may be used for recording job applications with shortlisting criteria and a marking system. A cut off score for selection should be agreed before the applicants are assessed and applied consistently to all applications
- Each person involved in shortlisting should mark the applications separately before the meeting
- All applications should be scrutinised for consistency and completeness of information. Incomplete applications and CV should not be accepted
- Where possible references should be taken up before the selection stage so that any discrepancies can be probed during the selection stage (KAA's reference request template should be used)

#### 4.5 **Stage 4 – Interviews**

The Principal must ensure that:

- Interviews will always be face to face; telephone interviews may be used at the shortlisting stage but not used in place of a face to face interview
- Interviews are conducted by a minimum of two interviewers at all times
- A core set of questions to be asked of all candidates must be drawn up prior to interview based on the person specification

- Additional questions should be prepared before the interview relating to safeguarding and promoting the welfare of children including motivation to work with children, ability to form and maintain appropriate relationships, establishment of personal boundaries with children, ability to deal with challenging behaviour, attitudes to the use of authority and maintaining discipline.
- Before the interview takes place the panel should agree the required standards for the post
- The interview panel should agree beforehand, based on the candidate's application and references, what additional issues specific to each candidate need to be explored
- Candidates should be reminded that they are subject to an enhanced DBS check

#### **4.6 Stage 5 – Pre-appointment checks**

The Principal must ensure that all offers are made conditional on completion of all checks and that new recruits do not commence work without the following checks having been satisfied. One member of staff should be responsible for all pre-appointment checks and should be trained in all aspects of safer recruitment.

This person should:

- Verify all qualifications and professional status (GTCE registration)
- Verify evidence of identity and address (birth certificate, driving licence, passport)
- Confirm that the applicant can legally take up employment in the UK
- Check list 99
- Obtain an enhanced disclosure
- Obtain a separate barred list check if an individual will start work in regulated activity before the DBS check is available
- Obtain medical questionnaire (should be sent out with offer letter)
- Satisfactory completion of induction period
- Obtain two references
- Where appropriate, obtain overseas criminal record check

In addition, staff new to the academy are subject to a six-month probation period

#### **4.8 Stage 6 – Post appointment documentation**

Applications and details of those candidates not appointed should be destroyed in line with relevant KAA policies on document retention.

All other relevant recruitment documentation relating to the chosen candidate must be kept securely including application form, shortlisting forms, interview assessment notes and any selection tests.

## **5 Pre-employment checks**

- 5.1 Details on procedures for DBS checks, references, qualifications medical fitness, employment of agency staff, actions regarding DBS disclosure is the responsibility of the academy's HR Advisor.

## **6 Single central register**

### **New Employees and Volunteers**

- 6.1 A single central record of safeguarding checks for all staff working within KAA, either on a paid or voluntary basis must be maintained.

All staff and volunteers employed at KAA will be required to have an enhanced DBS check. This should be updated every 3 years unless you have subscribed to the Gov.Uk update service. It is KAA policy to request a separate DBS certificate even when the applicant or staff member already has certification from another employer or organisation.

If staff use the Gov.UK update service, the cost of this service should be paid by the applicant but will be reimbursed by KAA using the standard expenses procedure.

If staff decline to use this update service a new DBS certificate will need to be applied for before the date of expiry. The KAA HR Officer will inform staff of the need to be do this.

Access to the update subscription service is restricted to KAA HR staff only. When KAA as an employer accesses a DBS using this service, it will confirm that it has express consent from the applicant to complete the check.

- 6.2 DBS certificates will only be issued to the applicant. All applicants must produce the disclosure when requested to do so. The disclosure will be scrutinised to ensure it is authentic and to detect any fraud. The DBS disclosure number and date of the check must be recorded in the Single Central Record (SCR). Copies of DBS certificates either in electronic or paper form will not be taken or retained except in exceptional circumstances. Any copy retained in these exceptional circumstances will be held for no longer than necessary, and up to a period of six months and be processed in line with Data Protection Legislation.
- 6.3 Any applicant who refuses to produce their DBS disclosure will not be able to start work at KAA and the conditional offer will be withdrawn as satisfactory checks are not in place. Any volunteer who refuses to produce their disclosure will not be able to volunteer at KAA.
- 6.4 Information relating to an individual's criminal record will only be shared with the relevant people to enable KAA to make a decision about their suitability to work with children and young people.

## **Disclosure and Barring Service (DBS) checks - existing employees and volunteers**

- 6.5 An enhanced DBS check and a children's barred list check will be carried out for all existing staff and volunteers every 3 years unless this person is already on the update service and gives their consent for KAA to run a status check. This will be done at the 3-year expiry date. KAA reserves the right to carry out status checks before the expiry date based on a risk assessment.

An enhanced DBS and children's barred list check may be carried out on any employee or volunteer at any time where KAA has concerns about an individual's suitability to work with children and young people.

DBS certificates will only be issued to the applicant. KAA expects all applicants to produce the disclosure when requested to do so. Any existing employee who does not produce their DBS disclosure will be managed through the disciplinary procedure.

All existing employees are required to inform KAA of any change in their criminal record. This includes convictions, cautions, arrests and police investigations. KAA may require all employees to sign a declaration on an annual basis that there has been no change in their criminal record. Action may be taken as a result of any change or any failure to inform KAA of any change.

### **Agency staff**

- 6.6 In the case of agency staff, KAA must ensure that the arrangement with the agency imposes an obligation on the agency to carry out all recruitment checks as set out above, including DBS and children's barred list checks, that KAA would otherwise complete for its staff. KAA must obtain written confirmation from the agency that these checks have been carried out and are satisfactory. This must be recorded in the single central record (SCR).

### **Breaches of the policy**

- 6.7 Any instances of this policy not being adhered to will lead to appropriate disciplinary action being taken.  
Any complaint in relation to this policy, including its application will be managed through KAA's complaints policy or grievance policy (for existing employees).

#### **Positive Disclosure**

Positive disclosures on a DBS certificate are not in themselves a bar to employment at KAA. All positive disclosures should be reported to the Principal and must be considered using a risk based approach. See Appendix I for suggested procedure

## **7 Induction**

- 7.1 All staff who are new to the academy will receive induction training that will include the school's safeguarding policy and guidance on safe working practices.

7.2 Regular meetings will be held during the first three months of employment between the new employee and the appropriate manager.

## 8 Review

8.1 This Policy will be reviewed by the Governing Body on a 2-yearly cycle and must be signed by the Chair of Governors and Principal.

### Appendix I

#### DBS positive disclosure checklist

##### Introduction

The Principal should use this checklist to make a decision about whether to employ an individual with a positive DBS disclosure.

Before making the decision to reject or offer or confirm employment following a positive DBS disclosure the Principal may offer the individual the opportunity to meet to discuss the contents in order to explain the context and assist decision making.

A positive disclosure will show cautions, warnings and convictions which may be spent or unspent. Enhanced disclosure checks will also show other police information which will be relevant and need to be considered. If a school or college knows or has reason to believe that an individual is barred, it commits an offence if it allows the individual to carry out any form of regulated activity.

<b>Name of individual under consideration for employment</b>			<b>Date of meeting with individual</b>		
<b>Post applied for</b>			<b>Subject/work area</b>		
<b>Name of reviewing manager</b>			<b>Position</b>		
<b>Overall assessment of risk following this assessment (tick appropriate box):</b>		<b>Decision based on risk</b>		<b>Comments – set out the rationale for on the responses to the questions below</b>	
<input type="checkbox"/> HIGH <input type="checkbox"/> MEDIUM <input type="checkbox"/> LOW		<b>Employ</b>	<b>Do not employ</b>		
<b>If the decision is to employ detail any control measures to be put in place prior to checks</b>					
<b>Signature of reviewing manager</b>				<b>Date</b>	

In order to complete this form, you should discuss the contents of the disclosure to ascertain the detail and circumstances. Information can then be noted on the form. Following the meeting, the [head teacher/ principal/recruiting manager] should make a decision based on an assessment of risk.

Checklist for considering disclosures

Questions to ask	Guidance for manager	Answer	Comments
Is the individual listed on the Barred List?	Yes/No  If yes the appointment is automatically unlawful and they must not be appointed to the role	N/A	
Is the conviction or caution relevant to the position?	Consider the impact of the nature of the offence on the post		
How serious do you consider the offence to be?	Do you judge the offence to be major, moderate or minor?		
When did the offence occur?	Within the last year, last 3 years,  last 5 years, last 10 years or over 10 years		
How old was the individual when the offence occurred?	Were they a child or adolescent at the time?		
What is their age now?			
What were the circumstances of the individual at the time of the offence?	Consider their explanation and whether circumstances have changed – does this have an impact?		
Is there a pattern of offending?	Are the offences repeated? Frequent repeating of offences could indicate that they may re-offend		

Does the role allow the possibility of re-offending?			
What supervision will the individual have?	Consider how their performance and conduct will be monitored. Are there additional risks?		
Does the role involve responsibility for finance or management of other resources?	This will be relevant where the offence relates to fraud or theft for example		
Any other matters to consider			

## **APPENDIX 4: E-Safety**

### **E-Safety Statement**

1.1 Digital technologies are integral to the lives of young people both within and outside of the academy. The internet and other technologies are powerful tools which open up new opportunities. Electronic communication promotes effective teaching and learning through the multiplicity of digital and information applications. We believe that access to the internet:

- Enriches the quality of curriculum provision and extend learning activities,
- Helps us raise children's attainment,
- Supports teachers' planning and resourcing of lessons,
- Enhances the KAA's management and administration systems,
- Enhances staff development through access to educational materials, as well as the sharing of information and good curriculum practice between Academies, support centres, the LA and DFE

1.2 The requirement to ensure that young people are able to use technologies appropriately and safely should be addressed as part of the wider duty of care to which all those who work in the academy are bound.

### **2. Purpose**

2.1 The purpose of this section of the safeguarding policy is to outline the acceptable use of computer equipment and the associated services within KAA. These rules are in place to protect both the employee and the academy because inappropriate use exposes us all to unnecessary risk.

2.2 This section of the safeguarding policy addresses the potential risks associated with digital technology which include:

- Access to illegal, harmful or inappropriate images
- Unauthorised access to, or loss of, or inappropriate sharing of personal information
- Access to harmful websites, for example those devoted to weapons production, how to take one's own life or promoting high risk behaviours
- The risk of being subject to grooming via the internet, and possibly meeting high risk individuals off line
- The sharing and/or distribution of personal images without the individual's consent or knowledge
- Inappropriate communication with others including strangers
- Cyber bullying
- Access to unsuitable video/internet games

- The inability to evaluate the accuracy and relevance of information on the internet
- Plagiarism and copyright infringement
- Illegal downloading of files

### **3. Scope**

- 3.1 This section of the safeguarding policy applies to all pupils, employees, contractors, consultants, temporary employees, volunteers and other workers at KAA.
- 3.2 This section of the safeguarding policy applies to all equipment that is owned or leased by KAA and personal devices used by the above via the academy's secure Wi-Fi.
- 3.3 The section of the safeguarding policy also extends to pupils and employees who, using their own devices, do so in such a way that may harm or tarnish the image or reputation of the academy.

### **Guidelines**

#### **Technical Requirements**

- 4.1 KAA maintains broadband connectivity through the London Grid for Learning (LGfL) and so connects to the National Education Network. (JANET)
- 4.2 KAA works in partnership with the LA to ensure any concerns about the system are communicated to LGfL so that systems remain robust and protect students;
- 4.3 KAA automatically receives the benefits of managed filtering service. This is managed by the IT Manager in order to ensure that the academy meets the e-safety technical requirements outlined in the Security Policy.
- 4.3.1 Active safeguarding systems are in place at KAA by use of additional filtering and monitoring software and hardware. This includes an additional firewall appliance (Smoothwall) as well as a management application (Impero) which can actively scan for keywords and alert the IT Manager.
- 4.3.2 Databases containing categorised keywords are maintained and continually updated by appliance/application vendors. Categories include amongst others: Prevent, Bullying/Harassment, Online exploitation, Self-harm and many more.

- 4.4 KAA ensures network health through appropriate anti-virus software etc and network set-up.
- 4.5 KAA ensures the IT Manager is up-to-date with LGfL services and policies and checks to ensure that the filtering methods are effective in practice and that they remove access to any website considered inappropriate by staff immediately.
- 4.6 KAA never allows pupils access to Internet logs and uses individual log-ins for pupils and all other users.
- 4.7 KAA uses teacher 'remote' management control tools for controlling workstations / viewing users / setting-up applications and Internet web sites, where useful.
- 4.8 KAA never sends personal/sensitive data over the Internet unless it is encrypted or otherwise secured;
- 4.9 The filtering of internet content provides an important means of preventing users from accessing material that is illegal or inappropriate in an educational context. The filtering system cannot, however, provide a 100% guarantee that it will do so, so education and training and monitoring of activity are required to reduce, as far as possible, the risks to pupils.
- 4.10 Employees must use caution when opening email attachments received from unknown senders which may contain viruses. Any concerns in this regard should be reported immediately to the network manager.

### **Education and Training**

- 4.11 All users of the network receive e-safety training so that they recognise and avoid e-safety risks, building their resilience and understanding of their responsibilities.
- 4.12 Students receive formal e-safety training through IT lessons, PSHE, assemblies, leaflets and through annual sessions run by the IT Manager. E-safety messages are reinforced throughout all curriculum areas.
- 4.13 The academy provides regular reminders and guidance using staff meetings, email, website and VLE. Staff are also required to read and sign off the ICT Policy.
- 4.14 The academy provides information and awareness raising sessions for parents and carers through training sessions, the work of the parent association, newsletters, the website and internal TV screens.
- 4.15 Users should be aware that data and material they create on the corporate system remains the property of KAA.
- 4.16 All users also receive training in General Data Protection Regulation (GDPR) rules and procedures to assist in keeping data secure.

## **5 Acceptable Use Policies**

5.1 The academy endeavours to provide all users with good access to IT to support their work, to enhance learning opportunities and, in return, expects staff, pupils and volunteers to agree to be responsible users. All users are provided with a username and strong password by the IT Systems Administrator (which they must not share with others) at the time they sign the appropriate Acceptable Use Policy (Appendix I).

5.2 The Acceptable Use Policy is intended to ensure that:

- all users will be responsible and stay safe while using the internet and other communications technologies for educational, work, personal and recreational use
- KAA IT systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk
- parents and carers are aware of the importance of e-safety and are involved in the education and guidance of young people with regard to their on-line behaviour
- parent and carers understand that digital images will only be used to support learning activities or in publicity that reasonably celebrates success and promotes the work of the academy
- parents and carers agree that if they take digital or video images at, or of, KAA events, which include images of children other than their own, that they will abide by the academy's guidelines in the use of these images. (see Data Protection Policy)

## **6 Use of Photographic and Video Images**

6.1 Pupils and Staff may take and use digital/video images to support educational aims, but must follow KAA policies concerning the sharing, distribution and publication of those images. Images must only be taken on KAA equipment.

6.2 The academy does not allow images of its students and staff to be published on third party websites (i.e. YouTube) unless written permission has been granted. If a pupil or a member of staff uses third party websites to undermine or bully other members of the academy, they will be sanctioned accordingly.

6.3 Written permission from parents or carers and pupils must be obtained before photographs of pupils are published on the academy website or used for publicity that reasonably celebrates success and promotes the work of the academy. Permission is sought using admissions forms and a list of pupils for whom there is no permission is held by the Data Manager.

6.4 The academy will use digital images of students and staff where it feels it is appropriate to do so. Examples of where they might be used are:

- To celebrate achievement.
- To promote the academy and its work.

- To improve the quality of the learning experience.
- 6.5 When using any digital image, the academy will ensure that the person's privacy is protected. It will do this by:
- Having the student's permission to publish. This is done through the signing of the home school agreement.
  - Not publishing (print or digital) the student's name in a way that could link the name to the image except where parental permission is obtained.
  - Not publishing any personal/sensitive details.
- 6.6 When storing digital media (images, video or audio files) of students or staff within KAA they will be stored safely on a staff area on the academy's network.

## **7 Use of Social Networking**

- 7.1 Employees and pupils shall not engage in any social networking or online activity that may harm or tarnish the image, reputation and/or goodwill of KAA and/or any of its employees.
- 7.2 Employees are also prohibited from making any discriminatory, disparaging, defamatory or harassing comments against KAA or its staff and pupils when using social networking sites.
- 7.3 Employees may also not attribute personal statements, opinions or beliefs to KAA when engaging in social networking. If an employee is expressing his/her beliefs or opinions on social networking sites the employee may not, expressly or implicitly represent themselves as employees or representatives of KAA.

## **8 Communications**

- 8.1 Pupils are provided with individual KAA email addresses for educational use and must immediately report, to a teacher if they receive any email that makes them feel uncomfortable, is suspicious, offensive, threatening or bullying in nature and must not respond to any such email. This information must be passed to the E-Safety Officer.
- 8.2 Any communication between staff and pupils or parents/carers (email, VLE) must be professional in tone and content. These communications may only take place on official (monitored) KAA systems or professional accounts. **Personal email addresses, text messaging or chat and social networking programmes must not be used for these communications.**
- 8.3 Students and staff should not engage in social conversations with each other via email, text or social networking sites such as Facebook or Twitter.

- 8.4 Users are made aware, through training, that email and other communications will be monitored.
- 8.5 Only approved (Whitelisted) external institutions and individuals are allowed to contact students in Year 7 to Year 11.

## **9 Responding to incidents of misuse**

- 9.1 All members of the KAA community are expected to be responsible users of IT, however, there may be times when infringements of the policy take place, through careless, irresponsible or, very rarely, deliberate misuse.
- 9.2 There is no tolerance of cyber-bullying, whatever form it takes. Bullying is when a person is deliberately hurt or made to feel unhappy. It is sustained and involves an imbalance of power. Cyber bullying is bullying through the use of communication technology like mobile phone text messages, e-mails or websites. This can take many forms for example:

- Sending threatening or abusive text messages or emails, personally or anonymously
- Making insulting comments about someone on a website, social networking site (e.g.: Facebook), web log (blog) or messaging system.
- Making or sharing derogatory or embarrassing images, videos or audio of someone via mobile phone, email or website (such as 'Happy Slapping' videos or 'sexting').

Using ICT to bully could be against the law. Abusive language or images, used to bully, harass or threaten another, whether spoken or written (through electronic means) may be libellous, may contravene the Harassment Act 1997 or the Telecommunications Act 1984.

To safeguard students, the academy:

- Blocks all "Chat rooms" and social networking sites (that we are aware of or made aware of) except those that are part of an educational network or approved Learning Platform;
- Only uses approved and appropriate blogging or discussion sites, such as those posted on VLE by staff.
- Only uses approved or checked webcam sites;

If members of staff suspect that misuse might have taken place, but that the misuse is not illegal, it must be reported to the IT Manger or E-Safety Officer as soon as possible and will be dealt with through normal behaviour/disciplinary procedures.

If any apparent or actual misuse appears to involve illegal activity the academy will contact the police.

## **Monitoring and evaluation**

The IT team monitors the impact of the policy using internal logging of incidents, and by surveying students, parents and staff. Any suspicious or inappropriate activity is reported to the appropriate member of SLT via the E-safety Officer.

This policy is reviewed annually by the member of SLT responsible for e-safety, working with the E-Safety Officer and the Network Manager.

## **Acceptable Use Policies –Students**

### **Academy Policy**

This Acceptable Use Policy is intended to ensure:

- that you stay safe while using the internet and other communications technologies
- that KAA IT systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk

The academy will ensure that you have good access to IT to enhance your learning and you will agree in return to be a responsible user.

### **Acceptable Use Policy Agreement**

I understand that I must use KAA IT systems in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the IT systems and other users. I recognise the value of the use of IT for enhancing learning and will ensure that I act responsibly at all times.

- I understand that the academy will monitor my use of the IT systems, email and other digital communications
- I understand that the rules set out here apply to all IT provided by the school (iPads, netbooks, laptops, email, VLE etc) out of school as well as in school
- I understand that the academy IT systems are for educational use only and that I will not use the systems for personal or recreational use
- I will not disclose my username or password to anyone else, nor will I try to use any other person's username and password
- I will immediately report any illegal or harmful material or incident I become aware of to a member of staff
- I will not access, copy, remove or alter any other user's files
- I will communicate with others in a reasonable manner, I will not use aggressive or bad language and I appreciate that others may have different opinions to my own
- I will ensure that if I take images/videos of others I will only do this if they know about it and have agreed
- When I use my personal hand held/external devices (iPads/laptops/mobile phones/USB devices etc) in school I will follow the rules in the same way as if I was using school equipment. I will ensure that any such devices are protected by up to date anti-virus software and are free from viruses.
- I will not upload, download or view anything which is illegal such as pornography or racist materials or anything which could cause upset to others
- I will not use any programmes or software that might allow me to bypass the filtering/security systems in place
- I will not utilise KAA systems for the purposes of gambling

- I will not make large downloads or uploads that might take up intranet capacity and prevent other users from being able to carry out their work
- I will not install or attempt to install programmes of any type on an academy PC or netbook, or store programmes on a computer, nor will I try to alter PC or netbook settings
- I will not disable or cause any damage to KAA equipment, or the equipment belonging to others
- I will immediately report any damage or faults involving equipment or software, however this may have happened
- I will ensure that I have permission to use the original work of others in my own work
- Where work is protected by copyright, I will not download or distribute copies (including music and videos)
- I understand that this Acceptable Use Policy applies not only to my work and use of KAA IT equipment, but also applies to my use of KAA IT systems and equipment out of the academy and my use of personal equipment in the academy
- I understand that if I do not follow this Acceptable Use Policy Agreement I could be subject to sanctions which could include exclusion from the academy and the involvement of the police

I have read and understand the policy below and agree to use the academy IT systems, both in and out of the academy) and my own devices (in the academy and when carrying out communications related to the school) within these guidelines.

Name ..... Signature ..... Date  
 .....

## **Acceptable Use Policies – Staff**

### **Academy Policy**

New technologies have become integral to the lives of children and young people in today's society, both within the academy and in their lives outside. The internet and other digital information and communications technologies are powerful tools, which open up new opportunities for everyone. These technologies can promote creativity, stimulate discussion and awareness of context to promote effective learning. They also bring opportunities for staff to be more creative and productive in their work. All users should have an entitlement to safe internet access at all times.

#### **This Acceptable Use Policy is intended to ensure:**

- that staff and volunteers will be responsible users and stay safe while using the internet and other communications technologies for educational, personal and recreational use.
- that KAA IT systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.
- that staff are protected from potential risk in their use of IT in their everyday work.

The academy will try to ensure that staff and volunteers will have good access to IT to facilitate their work and enhance learning opportunities and will in return, expect staff and volunteers to agree to be responsible users.

### **Acceptable Use Policy Agreement**

I understand that I must use KAA IT systems in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the IT systems and other users. I recognise the value of the use of IT for enhancing learning and will ensure that students / pupils receive opportunities to gain from the use of IT. I will educate young people in my care in the safe use of IT and embed e-safety in my work with young people.

#### **For my professional and personal safety:**

- I understand that the academy will monitor my use of the IT systems, email and other digital communications
- I understand that the rules set out in this agreement also apply to use of KAA IT systems (eg netbooks, laptops, email, VLE etc) out of KAA
- I understand that the academy IT systems are only intended for educational use and that I not use the systems for personal or recreational use
- I will not disclose my username or password to anyone else, nor will I try to use any other person's username and password
- I will immediately report any illegal, inappropriate or harmful material or incident I become aware of to the appropriate person

**I will be professional in my communications and actions when using academy IT systems:**

- I will not access, copy, remove or otherwise alter any other user's files, without their express permission
- I will communicate with others in a professional manner, I will not use aggressive or inappropriate language and I appreciate that others may have different opinions
- I will ensure that when I take and/or publish images of others I will do so with their permission and in accordance with the academy's policy on the use of digital/video images. I will not use my personal equipment to record these images, unless I have permission to do so. Where these images are published (eg on the academy website/VLE) it will not be possible to identify by name, or other personal information, those who are featured
- I will only communicate with pupils and parents/carers using official KAA systems. Any such communication will be professional in tone and manner
- I will not engage in any on-line activity that may compromise my professional responsibilities including making fraudulent offers of products or services originating from a KAA account
- I will not use any programmes or software that might allow me to bypass the filtering/security systems in place
- I will not utilise KAA resources to conduct any commercial or voluntary business unrelated to the academy
- I will not utilise KAA systems for the purposes of gambling

**The academy has the responsibility to provide safe and secure access to technologies and ensure the smooth running of the academy:**

- When I use my personal hand held/external devices (PDAs/laptops/mobile phones/USB devices etc) in KAA, I will follow the rules set out in this agreement, in the same way as if I was using KAA equipment. I will also follow any additional rules set by the academy about such use. I will ensure that any such devices are protected by up to date anti-virus software and are free from viruses
- I will not use personal email addresses on the KAA IT systems
- I will not open any attachments to emails, unless the source is known and trusted, due to the risk of the attachment containing viruses or other harmful programmes
- I will ensure that my data is regularly backed up, in accordance with relevant KAA policies
- I will not try to upload, download or access any materials which are illegal (child sexual abuse images, criminally racist material, adult pornography covered by the Obscene Publications Act) or inappropriate or may cause harm or distress to others. I will not try to use any programmes or software that might allow me to bypass the filtering / security systems in place to prevent access to such materials
- I will not try (unless I have permission) to make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work.
- I will not install or attempt to install programmes of any type on a machine, or store programmes on a computer, nor will I try to alter computer settings, unless this is allowed in KAA policies

- I will not disable or cause any damage to KAA equipment, or the equipment belonging to others
- I will only transport, hold, disclose or share personal information about myself or others, as outlined in the KAA's Data Protection Policy. Where personal data is transferred outside the secure KAA network, it must be encrypted
- I understand that data protection policy requires that any staff or pupil data to which I have access, will be kept private and confidential, except when it is deemed necessary that I am required by law or by KAA policy to disclose such information to an appropriate authority.
- I will immediately report any damage or faults involving equipment or software, however this may have happened.

**When using the internet in my professional capacity:**

- I will ensure that I have permission to use the original work of others in my own work
- Where work is protected by copyright, I will not download or distribute copies (including music and videos)

**I understand that I am responsible for my actions in and out of KAA:**

- I understand that this Acceptable Use Policy applies not only to my work and use of KAA IT equipment in KAA, but also applies to my use of KAA IT systems and equipment out of KAA and my use of personal equipment in KAA or in situations related to my employment by the academy.
- I understand that if I fail to comply with this Acceptable Use Policy Agreement, I could be subject to disciplinary action. This could include a warning, a suspension, referral to Governors and, in the event of illegal activities, the involvement of the police.

User Signature

I have read and understand the policy above and agree to use the KAA IT systems (both in and out of KAA) and my own devices (in KAA and when carrying out communications related to the academy) within these guidelines.

Name ..... Signature ..... Date  
 .....

iPad serial number .....

## **Guidance - What do we do if?**

**N. B. Children should be confident in a no-blame culture when it comes to reporting inappropriate incidents involving the internet or mobile technology: they must be able to do this without fear.**

**An inappropriate website is accessed unintentionally in KAA by a teacher or child.**

1. Play the situation down; don't make it into a drama.
2. Report to the KAA's Data Protection Officer (Laurence Weeks) who will decide on the appropriate course of action.

**An inappropriate website is accessed intentionally by a child.**

1. Refer to the ICT policy (student guidance) and apply sanctions in line with the academy's behaviour policy.
2. Report to KAA's Data Protection Officer (Laurence Weeks).

**An adult uses KAA IT equipment inappropriately.**

1. Where possible, ensure you have a colleague with you; do not view the misuse alone.
2. Investigate the problem thoroughly and report any serious misuse immediately to the Principal and ensure that there is no further access to the PC or laptop.
3. If the material is offensive but not illegal, the Principal should then:
  - Identify the precise details of the material.
  - Complete a full report on the incident.
  - Inform governors of the incident.
4. In an extreme case where the material is of an illegal nature:
  - Remove the PC to a secure place.
  - Document all action taken.
  - Contact the appropriate authorities.

**A bullying incident directed at a child occurs through email, website, messaging system or mobile phone technology and is in any way connected to the academy.**

1. Advise the child not to respond to the message.
2. Secure and preserve any evidence.
3. Report to KAA's Data Protection Officer (Mark Harris) for further action.

**Malicious or threatening comments are posted on an Internet site (e.g. blogs or social networking sites) about a pupil or member of staff.**

1. Inform and request the comments be removed if the site is administered externally.
2. Secure and preserve any evidence.
3. Investigate thoroughly and apply sanctions as appropriate.
4. Inform the Principal who will, depending on the severity of the incident consider informing the police and/or RBKC LSCB

**You are concerned that a child's safety is at risk because you suspect someone is using communication technologies (such as social networking sites, email or mobile devices) to make inappropriate contact with the child.**

1. Report to and discuss with the named child protection officers in the academy who will undertake the necessary action.

## APPENDIX 5: Restraint Incident Form

 	
Kensington Aldridge Academy	
Details of student or students on whom force was used by the member of staff	
Name	
Form/House and Year	
Date and time of incident	
Location of the incident	
Details of other students involved (directly or as a witness), including whether any of the students involved were vulnerable for SEN, disability, medical or social reasons.	
Details of other staff involved(directly or as a witness)	
Description of the incident, including any attempts to de-escalate and warnings given force might be used	
Reason for using force	
Description of how the student or students were restrained	
Any injury suffered by student or staff and if it required first aid/medical attention?	
Any disciplinary/supportive actions taken as a result of the incident?	
When and how were those with parental responsibility informed about the incident? What views did they express?	
Has any complaint been lodged ( <b>details</b> not to be recorded here)?	
Report compiled by(name and role):	
Date of report completed:	
Report countersigned by (name and role):	
Date of countersignature :	

## **APPENDIX 6: Legislative Framework and Guidance**

In order to protect children from harm the school will act in accordance with the following legislation and guidance:

- The Children Act 1989 Significant Harm
- Human Rights Act (1998)
- Data Protection Act (1998)
- DoH 'Framework for the Assessment of children in Need and their Families' (2000)
- Education Act (2002), section 175
- The Children Act (2004) Every Child Matters
- HM Govt/DCSF 'Working Together to Safeguard Children' (2006)
- HM Govt/DfES 'What to do if you're Worried a Child is Being Abused'(2006)
- HM Govt/DfES 'Information sharing: Practitioners Guide' (2006)
- DfES guidance 'Safeguarding Children and Safer Recruitment in Education' (2007)
- HM Govt/DCSF 'The Protection of Children in England: Action Plan' (2009)
- DCSF 'Handling Allegations of Abuse made against Adults who work with Children and Young People' (2009)
- DfES 'Guidance for Education Staff facing Allegations of Abuse' (2005)
- AMA 'Guidance for Safer Working Practices for Adults who work with Children and Young People' (2007)
- Barnet LA 'Briefing note for School Staff – Current Safeguarding Issues and Concerns' (2009)
- HM Govt 'Multi Agency Practice Guidelines: Female Genital Mutilation'(2014)
- The children and Families Act (2014)
- Serious Crime Act (2015)
- HM Govt 'Working Together to Safeguard Children' (2015)
- Counter -Terrorism and Security Act (2015)
- HM Govt 'Information Sharing' (2015)
- HM Govt 'What to do if you're worried a child is being abused' (2015)
- DFE ' Keeping Children Safe in Education' ( July 2015)
- DFE ' Keeping Children Safe in Education' ( May 2016)
- DFE ' Keeping Children Safe in Education' Updates in September 2016 and February 2017
- DFE ' Keeping Children Safe in Education' 2018
- DFE draft copy 'Keeping Children Safe in Education', 2019

## **APPENDIX 7: Disclosure Flowchart**

(KAA Safeguarding and Child Protection Children Policy and procedures August 2019)

### **It is Everyone's Responsibility to Protect Children and Young People**

More than 70% of disclosures are made to non-teaching staff in academies. Academy staff are often the people students will turn to when they want to disclose information about abuse so it is important that we **pass on information quickly** so that others can make the decision on actions.

#### **Definition of Child Abuse**

Abuse or neglect of a child by inflicting harm or failing to act to prevent harm

#### **Categories of Abuse**

Neglect, Physical Abuse, Sexual Abuse, Emotional Abuse

#### **Neglect**

The persistent failure to meet a child's basic physical or psychological needs, likely to result in the serious impairment of the child's health or development.

#### **This may include:**

Lack of adequate nourishment or shelter; Lack of medical attention when needed; Lack of cleanliness or hygiene; Inappropriate clothing; Absence of boundaries

#### **Emotional Abuse**

Persistent or severe emotional ill-treatment and or rejection of a child that may or has had an adverse effect on their emotional, behavioural or educational development.

#### **This may include:**

Ridicule, rejection, humiliation; Fear or intimidation; Lack of contact with other children; Inappropriate expectations; Low warmth high criticism

#### **Sexual Abuse**

Forcing or enticing a child to take part in sexual activities whether or not the child is aware of what they are doing.

#### **This may include:**

Actual sexual contact or encouraging children to behave in sexually inappropriate ways by looking at or in the production of pornographic material including on-line activities.

#### **Physical Abuse**

Actual physical injury to a child or failure to prevent injury

#### **This may include:**

Hitting, shaking, throwing, poisoning, drowning, suffocating, fabricating or deliberately inducing symptoms of an illness in a child.

#### **How to respond to a student who is disclosing abuse**

- Reassure the student but don't promise confidentiality
- Ensure the student feels safe - Be aware of your body language, eye contact
- React calmly – Keep responses short, simple, slow quiet and gentle
- Don't interrogate the student: observe and listen, don't put words in their mouth
- Don't stop a student who is freely recalling significant events
- Don't judge the abuser
- Make accurate notes at the time or asap about what has been told, seen or heard

#### **Other forms of Child Abuse**

Forced marriages and genital mutilation are considered child abuse in the UK and a grave violation of the human rights of girls and women.

#### **Suggestions of what to say**

You're very brave. I believe you. It's not your fault. Well done. I am worried about you. I will need to talk to someone else about what I can do next. You will be asked to share this with someone else.

Don't probe any further than what the student initially wishes to disclose.

**Pass on your concerns immediately** to the Designated Senior Person, currently Delores McLean-Boyd or Angela Murphy. In their absence speak to any member of SLT. **Do not wait until the end of the day.**

They will then speak to the student themselves.

**Keep notes and Write up** your account immediately

#### **The 3 RRRs : What to do if you are worried that a student is being abused**

**Recognise:** Something gives you cause for concern

**Respond:** Talk it through with your Designated Senior Person

**Refer:** The Designated Senior Person informs the designated safeguarding Professional

## APPENDIX 8: Referral Flowchart

(KAA Safeguarding and Child Protection Children Policy and procedures)



## **Appendix 9**

FOR INFORMATION ONLY. REVISED GUIDANCE WILL COMMENCE 3 SEPTEMBER 2018. UNTIL THAT POINT SCHOOLS AND COLLEGES MUST CONTINUE TO HAVE REGARD TO THE 2016 KCSIE



Department  
for Education

# **Keeping children safe in education**

**Statutory guidance for schools and colleges**

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

**FOR INFORMATION ONLY**

**REVISED GUIDANCE WILL COMMENCE: 3  
September 2018**

**Schools and Colleges must continue to have  
regard to KCSIE 2016 until this point**

## Summary

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

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

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

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

# Part one: Safeguarding information for all staff

## What school and college staff should know and do

### A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance [Working together to safeguard children](#).
2. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.
3. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
  - protecting children from maltreatment;
  - preventing impairment of children's health or development;
  - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
  - taking action to enable all children to have the best outcomes.
5. Children includes everyone under the age of 18.

### The role of school and college staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
7. **All** staff have a responsibility to provide a safe environment in which children can learn.

8. **All** staff should be prepared to identify children who may benefit from early help<sup>3,3</sup>. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.
9. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 36-47. Staff should expect to support social workers and other agencies following any referral.
10. Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
11. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.
12. The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.<sup>4</sup>

## What school and college staff need to know

13. **All** staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:
- the child protection policy;
  - the behaviour policy;<sup>5</sup>
  - the staff behaviour policy (sometimes called a code of conduct);
  - the safeguarding response to children who go missing from education; and
  - the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Copies of policies and a copy of Part one of this document should be provided to staff at induction.

14. **All** staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection

---

<sup>1</sup> Detailed information on early help can be found in Chapter 1 of [Working together to safeguard children](#).

<sup>2</sup> The [Teachers' Standards](#) apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.

<sup>3</sup> All schools are required to have a behaviour policy (full details are [here](#)). If a college chooses to have a behaviour policy it should be provided to staff as described above.

updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

15. **All** staff should be aware of their local early help<sup>6</sup> process and understand their role in it.

16. **All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.<sup>7</sup>

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

## What school and college staff should look out for

### Early help

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

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- Is at risk of modern slavery, trafficking or exploitation;
- Is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues or domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care; and
- is a privately fostered child.

---

<sup>6</sup> Detailed information on early help can be found in Chapter 1 of [Working together to safeguard children](#).

<sup>7</sup> More information on statutory assessments is included at paragraph 42. Detailed information on statutory assessments can be found in Chapter 1 of [Working together to safeguard children](#).

## Abuse and neglect

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

20. **All** school and college staff should be aware that abuse, neglects and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

### Indicators of abuse and neglect

21. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

22. **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.

23. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

24. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing, They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to

behave in sexually inappropriate ways, or grooming a child in preparation for abuse, Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult male. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 27).

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

### **Safeguarding issues**

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

### **Peer and peer abuse**

27. **All** staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but not limited to:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence<sup>4</sup>, such as rape, assault by penetration and sexual assault;
- 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;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imager); and
- initiation/hazing type of violence and rituals.

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

### **Serious violence**

29. All staff should be aware of indicators, which may signal that 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 well-being, 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.

30. All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and college is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance

### **Female Genital Mutilation**

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

### **Contextual safeguarding**

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

### **Additional information and support**

33. Departmental advice What to Do if You Are Worried a Child is Being Abused- Advice for Practitioners provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The NSPCC website also provides useful additional information on abuse and neglect and what to look for.
34. **Annex A** contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex.

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

35. Staff working with children are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best** interests of the child.
36. If staff have **any concerns** about a child's welfare, they should act on them immediately. See page 16 for a flow chart setting out the process for staff when they have concerns about a child.

37. If staff have a concern, they should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).
38. Options will then include:
- Managing any support for the child internally via the school's or college's own pastoral support processes;
  - An early help assessment, or a referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm.
39. The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.
40. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Information sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy, Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety of children.

---

<sup>6</sup> Further information on early help assessments, provision of early help services and accessing services is in Chapter 1 of [Working together to safeguard children](#).

<sup>7</sup> Local authority children's social care has the responsibility for clarifying the process for referrals (Chapter one of [Working together to safeguard children](#)).

## Early help

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

## Statutory assessments

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

## Children in need

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

## Children suffering or likely to suffer significant harm

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

43. The online tool [Report child abuse to local council](#) directs to the relevant local children's social care contact number.

### What will the local authority do?

44. Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:

- the child requires immediate protection and urgent action is required;
- the child is in need, and should be assessed under section 17 of the Children Act 1989
- there is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989;
- any services are required by the child and family and what type of services
- further specialist assessments are required in order to help the local authority to decide what further action to take;
- to see the child as soon as possible if the decision is taken that referral requires further assessment.

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

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

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

### Record keeping

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

### Why is all of this important?

49. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Examples of this poor practice include:

- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping;
- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve;
- not sharing information;
- sharing information too slowly; and
- a lack of challenge to those who appear not to be taking action.

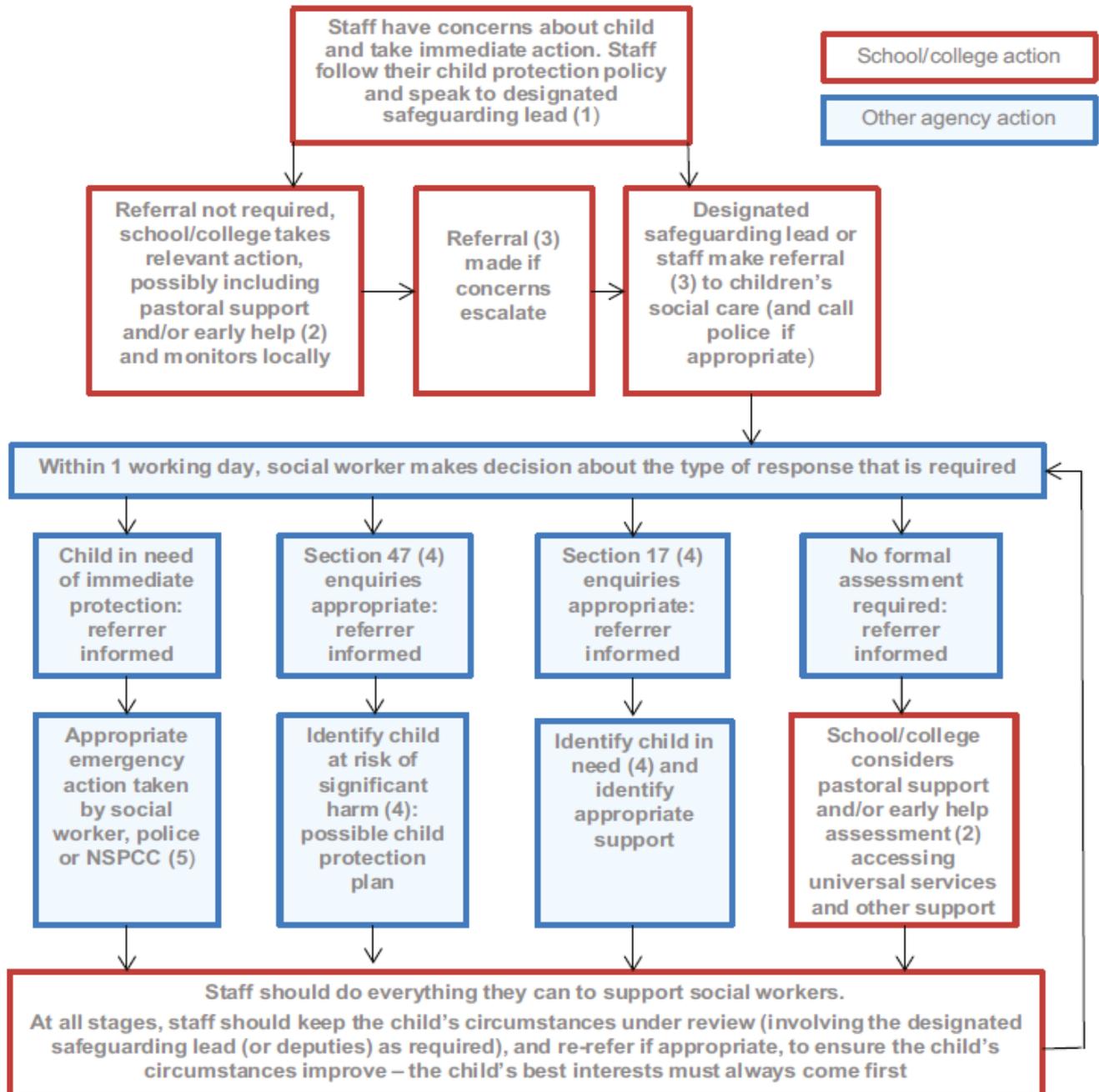
## **What school and college staff should do if they have concerns about another staff member who may pose a risk of harm to children**

50. If staff have safeguarding concerns, or an allegation is made about another member of staff (including volunteers) posing a risk of harm to children, then:
- this should be referred to the headteacher or principal;
  - where there are concerns/allegations about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school; and
  - in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority.  
(Further details can be found in Part four of this guidance).

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

51. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.
52. Appropriate whistleblowing procedure should be put in place for such concerns to be raised with the school's or college's senior leadership team.
53. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:
- General guidance can be found at: [Advice on whistleblowing](#);
  - the [NSPCC's what you can do to report abuse directed helpine](#) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## Actions where there are concerns about a child



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

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

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

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

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

## Annex A: Further information

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

As per Part one of this guidance, if staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

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

Annex A Index	
Abuse/Safeguarding Issue	Page
Children and the court system	17
Children missing from education	17
Children with family members in prison	17
Child sexual exploitation	17
Child criminal exploitation: county lines	18
Domestic abuse	19
Homelessness	20
So-called 'honour-based' violence (including Female Genital Mutilation and Forced Marriage)	20-21
Preventing radicalisation	23
Peer on peer abuse	25
Sexual violence and sexual harassment between children in schools and colleges	25
What is Sexual Violence and sexual harassment?	26
Upskirting	27
The response to a report of sexual violence or sexual violence	27
Additional advice and support	27-29

## Children and the court system

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

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

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

## Children missing from education

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

## 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.

## Child sexual exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

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

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

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

## **Child criminal exploitation: county lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism<sup>12</sup> should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitative even if the activity appears consensual;

- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

## Domestic abuse

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

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

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

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

---

[Home Office-Modern slavery victims: referral and assessment forms.](#)

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

- [NSPCC- UK domestic-abuse signs symptoms effects](#)
- [Refuge what is domestic violence/effects of domestic violence on children](#)
- [Safe young lives: young people and domestic abuse.](#)

## Homelessness

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

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

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

## So-called 'honour-based' violence (including Female Genital Mutilation and Forced Marriage)

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast

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

## Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children’s social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**<sup>13</sup> that requires a different approach (see following section).

## FGM

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

### FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care **professionals** in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils, 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>14</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 children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman

is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

## **Forced marriage**

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

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

## **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 schools' or colleges' safeguarding approach.

[Extremism](#)<sup>15</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>16</sup> refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

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

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement

in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

## **The Prevent duty**

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard<sup>17</sup> to the need to prevent people from being drawn into terrorism”.<sup>18</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.

## **Additional support**

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

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

[Educate Against Hate](#), a website launched by the Her Majesty’s Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people.

The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

## **Channel**

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

programme is available for staff at: [Channel General Awareness](#).

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

## Peer on peer abuse

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

## Sexual violence and sexual harassment between children in schools and colleges

### Context

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

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

Staff should be aware of the importance of:

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

## What is Sexual violence and sexual harassment?

### Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003<sup>19</sup> as described below:

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

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

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

**What is consent?**<sup>20</sup> Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.<sup>21</sup>

### Sexual harassment

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

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this

crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and

- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.<sup>22</sup> It may include:
  - non-consensual sharing of sexual images and videos;
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media;
  - sexual exploitation; coercion and threats; and
  - upskirting.

### Upskirting

‘Upskirting’ typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

## The response to a report of sexual violence or sexual harassment

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

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 23 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

## Additional advice and support

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	<a href="#">What to do if you're worried a child is being abused</a>	DfE advice
	<a href="#">Domestic abuse: Various Information/Guidance</a>	Home Office
	<a href="#">Faith based abuse: National Action Plan</a>	DfE advice
	<a href="#">Relationship abuse: disrespect nobody</a>	Home Office website
Bullying	<a href="#">Preventing bullying including cyberbullying</a>	DfE advice
Children and the	<a href="#">Advice for 5-11-year olds witnesses in criminal courts</a>	MoJ advice

courts	<a href="#">Advice for 12-17 year old witnesses in criminal courts</a>	MoJ advice
Children missing from education, home or care	<a href="#">Children missing education</a>	DfE statutory guidance
	<a href="#">Child missing from home or care</a>	DfE statutory guidance
	<a href="#">Children and adults missing strategy</a>	Home Office strategy
Children with family members in prison	<a href="#">National Information Centre on Children of Offenders</a>	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	<a href="#">County Lines: criminal exploitation of children and vulnerable adults</a>	Home Office guidance
	<a href="#">Child sexual exploitation: guide for practitioners</a>	DfE
	<a href="#">Trafficking: safeguarding children</a>	DfE and HO guidance
Drugs	<a href="#">Drugs: advice for schools</a>	DfE and ACPO advice
	<a href="#">Drug strategy 2017</a>	Home Office strategy
	<a href="#">Information and advice on drugs</a>	Talk to Frank website
	<a href="#">ADEPIS platform sharing information and resources for schools: covering drug (&amp; alcohol) prevention</a>	Website developed by Mentor UK
"Honour Based Violence" (so called)	<a href="#">Female genital mutilation: information and resources</a>	Home Office
	<a href="#">Female genital mutilation: multi agency statutory guidance</a>	DfE, DH, and HO statutory guidance

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
	<a href="#">Forced marriage: information and practice guidelines</a>	Foreign Commonwealth Office and Home Office
Health and Well-being	<a href="#">Fabricated or induced illness: safeguarding children</a>	DfE, Department for Health and Home Office
	<a href="#">Rise Above: Free PSHE resources on health, wellbeing and resilience</a>	Public Health England resources
	<a href="#">Medical-conditions: supporting pupils at school</a>	DfE statutory guidance
	<a href="#">Mental health and behaviour</a>	DfE advice
Homelessness	<a href="#">Homelessness: How local authorities should exercise their functions</a>	HCLG

Online	<a href="#">Sexting: responding to incidents and safeguarding children</a>	UK Council for Child Internet Safety
Private fostering	<a href="#">Private fostering: local authorities</a>	DfE - statutory guidance
Radicalisation	<a href="#">Prevent duty guidance</a>	Home Office guidance
	<a href="#">Prevent duty advice for schools</a>	DfE advice
	<a href="#">Educate Against Hate Website</a>	DfE and Home Office
Violence	<a href="#">Gangs and youth violence: for schools and colleges</a>	Home Office advice
	<a href="#">Ending violence against women and girls 2016-2020 strategy</a>	Home Office strategy
	<a href="#">Violence against women and girls: national statement of expectations for victims</a>	Home Office guidance
	<a href="#">Sexual violence and sexual harassment between children in schools and colleges</a>	DfE advice
	<a href="#">Serious violence strategy</a>	Home Office Strategy



Department  
for Education

© Crown copyright 2018

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

Visit [www.nationalarchives.gov.uk/doc/open-government-licence/version/3](http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3)

email [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries [www.education.gov.uk/contactus](http://www.education.gov.uk/contactus)

download [www.gov.uk/government/publications](http://www.gov.uk/government/publications)

Reference: [\\_DfE-00129-2019](#)





Follow us on Twitter:  
[@educationgovuk](https://twitter.com/educationgovuk)

Like us on Facebook:  
[facebook.com/educationgovuk](https://facebook.com/educationgovuk)