

**Ark Pioneer
Academy**

**Safeguarding &
Child Protection Policy
Appendices A, B and C
2020-21**

APPENDIX A: Localised school procedure, practice and guidance documents/links to documents

What is Child Abuse?

Definitions, signs and symptoms

The following definitions are taken from 'Working together to safeguard children HM Government (2015)'. In addition to these definitions, it should be understood that children can also be abused by honour based violence, forced marriage or female genital mutilation.

What is abuse and neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

Physical abuse

Physical abuse 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.

Indicators of physical abuse / factors that should increase concern

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or *tide marks*
- Untreated injuries
- Recurrent injuries or burns
- Bald patches

In the social context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adult's words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

You should be concerned if the child or young person

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention
- admits to a punishment that appears excessive.

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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.

Indicators of emotional abuse***Developmental issues***

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes.

Behaviour

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies
- Over attachment or over-protective behaviour
- Arriving early at school, leaving late
- Self Harm

Social issues

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships Emotional responses
- Extreme fear of new situations
- Inappropriate emotional responses to painful situations
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Characteristics of child sexual abuse:

- it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent
- grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Indicators of sexual abuse

Physical observations

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

Behavioural observations

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age

- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity
- Inexplicable decline in school performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour, Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors.

Indicators of neglect

Physical indicators of neglect

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

Behavioural indicators of neglect

- Constant tiredness

- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

Specific Safeguarding Issues

Signs and symptoms of Child Sexual Exploitation

Child Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain.

In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Both girls and boys are at risk of sexual exploitation, and it is seriously harmful to children both emotionally and physically. Children and young people often find it very hard to understand or accept that they are being abused through sexual exploitation, and this increases their risk of being exposed to violent assault and life threatening events by those who abuse them.

Signs to look out for include

- Going missing for periods of time or regularly returning home late.
- Going places that you know they cannot afford.
- Skipping school or being disruptive in class.
- Suddenly acquiring expensive gifts such as mobile phones, jewellery – even drugs – and not being able to explain how they came by them.
- Having mood swings and changes in temperament.
- Noticeable changes in behaviour – becoming secretive, defensive or aggressive when asked about their personal life.
- Wearing age inappropriate clothing
- Displaying inappropriate sexualised behaviours, such as over familiarity with strangers, dressing in a sexualised manner or sending sexualised images by mobile phone ('sexting').
- Getting into trouble with the police. Bruises, marks on the body, sexually-transmitted diseases, pregnancy, drug and alcohol abuse or self-harm.
- Repeated phone calls, letters, emails from adults outside family social circle.

Signs and symptoms of female genital mutilation/mandatory reporting

FGM is an illegal, extremely harmful practice and a form of child abuse and violence against women and girls.

Each NHS organisation will have local safeguarding protocols and procedures for helping children and young people who are at risk of or facing abuse. These should include multi-agency policies and procedures, consistent with those developed by their Local Safeguarding Children Board. If organisations have not already done so, these should be reviewed to include handling cases where FGM is alleged or known about or where there is a potential risk of FGM identified.

These policies and procedures should consider the characteristics around FGM, ensuring that the response to FGM includes the sharing of information with multi-agency partners throughout the girl's childhood, and that if, or when, the risk facing the girl changes (which may mean it escalates or even becomes less immediate), this is identified and consideration is given as to whether or not a change in subsequent safeguarding actions are required. It must always be remembered that fears of being branded 'racist' or 'discriminatory' must never weaken the protection that professionals are obliged to provide to protect vulnerable girls and women.

As FGM is a form of child abuse, professionals have a statutory obligation under national safeguarding protocols (e.g. Working Together to Safeguard Children 2015) to protect girls and women at risk of FGM. Since October 2015 registered professionals in health, social care and teaching also have a statutory duty (known as the Mandatory Reporting duty) to report cases of FGM to the police non-emergency number 101 in cases where a girl under 18 either discloses that she has had FGM or the professional observes physical signs of FGM.

One specific consideration when putting in place safeguarding measures against FGM is that the potential risk to a girl born in the UK can usually be identified at birth, because through the antenatal care and delivery of the child, NHS professionals can and should have identified that the mother has had FGM. However, FGM can be carried out at any age throughout childhood, meaning that identifying FGM at birth can have the consequence that any safeguarding measures adopted may have to be in place for more than 15 years over the course of the girl's childhood. This is a significantly different timescale and profile compared with many of the other forms of harm against which the safeguarding framework provides protection. This difference in approach should be recognised when putting in place policies and procedures to protect against FGM.

This guidance has been developed to provide information about the specific issues frequently encountered when dealing with FGM. In addition, it provides a framework which organisations may wish to adopt to support professionals in the ongoing consideration of risks pertaining to FGM.

Once concerns have been raised about FGM, there should also be a consideration of potential risk to other girls in the family and practicing community. Professionals should be alert to the fact that any one of the girl children amongst these groups could be identified as being at risk of FGM and may need to be safeguarded from harm.

Information sharing in relation to FGM

Given the need to potentially safeguard over a number of years, it is appropriate to recognise here that there are a number of different responses to safeguard against FGM, and appropriate courses of action should be decided on a case by case basis, with expert input from all agencies involved. Sharing information in line with agreed policies and procedures

is critical to safeguarding effectively. This is often sharing information to support safeguarding across organisational boundaries.

Staff should follow the FGM Mandatory reporting duty to report when a girl under 18 discloses she has FGM. Ark Pioneer procedure is that staff will inform the DSL and the DSL will make a report via 101 police non-emergency number immediately.

Signs and symptoms of peer on peer abuse including upskirting

Ark Pioneer Academy staff are aware that safeguarding issues can manifest itself via peer on peer abuse. This can include:

- Bullying (including cyber bullying)
- Gender based violence
- Sexual assaults
- Sexting
- Up skirting

Up skirting:

- Ark Pioneer recognises 'Up-skirting' as a criminal offence under changes to the Voyeurism (Offences) Act 2019 which criminalise 'up-skirting'. This refers to the act of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission.

Indicators of peer abuse

- Poor school performance
- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Self Harm
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies
- Over attachment or over-protective behaviour
- Running away
- Punctuality and or attendance issues

Social issues

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships
- Emotional responses
- Extreme fear of new situations

- Inappropriate emotional responses to painful situations
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

Signs and symptoms of Serious violence

Ark Pioneer Academy understands that it has a duty and a responsibility to protect pupils from serious violence. All staff should be aware of warning signs which indicate that a child may be at risk of or involved in serious violent crime.

KCSIE 2019 expects schools and colleges to be aware of the risks associated with serious violence (including involvement in criminal networks or gangs) and the measures in place to manage them. KCSIE 2019, paragraphs 29 – 30 directs staff to the Home Office’s Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

Ark Pioneer Academy staff must be able to recognise the following as indicators that a child may be at risk of or involved in serious violent crime:

- Sudden loss of interest in school, loss of attendance or achievement
- Starting to use new or unknown slang words
- Coming into unexplained money or possessions
- Staying out late without reason
- Changes in appearance, wearing a style or “uniform” that is the same as other young people
- New nickname
- Unexplained injuries
- Broken off from old friends and now spends most of time with one group;
- Constantly talking about another young person or group of people who has a lot of influence over them
- Increased use of social work network sites
- Adopting certain codes of group behaviour, ways of talking, gestures or hand movements
- Scared when entering certain areas, and anxious about the presence of unknown youths
- Expressing aggressive or intimidating views towards other groups of young people, some of whom may have been friends before

Signs and symptoms of Contextual safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, young people’s experiences of significant harm beyond their families.

Ark Pioneer Academy recognises that traditional approaches to protecting children/young people from harm have focussed on the risk of violence and abuse from inside the home, usually from a parent/carer or other trusted adult and don’t always address the time that

children/young people spend outside the home and the influence of peers on young people's development and safety.

Contextual safeguarding seeks to identify and respond to harm and abuse posed to young people outside their home, either from adults or other young people. It's an approach that looks at how interventions can change the processes and environments, to make them safer for all young people, as opposed to focussing on an individual.

Ark Pioneer Academy recognises the impact of the public/social context on young people's lives, and consequently their safety. The signs and symptoms of contextual safeguarding include:

- Poor punctuality, loss of attendance or achievement
- Sudden loss of interest in school
- Staying out late without reason
- Starting to use new or unknown slang words
- Changes in appearance, wearing a style or "uniform" that is the same as other young people
- New nickname
- Unexplained injuries
- Broken off from old friends and now spends most of time with one group;
- Constantly talking about another young person or group of people who has a lot of influence over them
- Increased use of social work network sites
- Adopting certain codes of group behaviour, ways of talking, gestures or hand movements
- Scared when entering certain areas, and anxious about the presence of unknown youths
- Expressing aggressive or intimidating views towards other groups of young people, some of whom may have been friends before

Duties under the Counter Terrorism and Security Act 2015 (The 'Prevent Duty')

Ark Pioneer Academy understands that it has a duty and a responsibility to protect pupils from gang involvement and youth violence. It also recognises that it is well established that success in learning is one of the most powerful indicators in the prevention of youth crime.

All academy staff must be able to recognise the signs and symptoms of gang involvement and therefore, must have an understanding of the groups which could be identified as 'gangs'.

There are three such groups:

- Organised Criminal Gangs – usually made up of adults and are involved in targeted organised crime (robbery, extortion, burglary, kidnapping etc).
- Street Gangs – made up of adolescents and young adults, usually centered around a common identity, or territory, or ethnic group/religion, and whose activity is centered on criminal activity and violence.
- Peer Groups – young people who associate with each other in groups, only some of whom may be involved in the fringes of delinquency, or actual acts of delinquency.

Ark Pioneer Academy understands that pupils who are exposed to any such group listed above, either through peers or through family members, are at risk of abuse (emotional, physical and/or sexual abuse or sexual exploitation) and that any pupils involved in a Peer Group (as defined above) are at risk of their involvement with gangs escalating to Street Gangs or Organised Criminal Gangs.

More broadly, Ark Pioneer Academy staff must be able to recognise the following as indicators of possible gang involvement:

- Sudden loss of interest in school, loss of attendance or achievement
- Starting to use new or unknown slang words
- Coming into unexplained money or possessions
- Staying out late without reason
- Changes in appearance, wearing a style or “uniform” that is the same as other young people
- New nickname
- Unexplained injuries
- Graffiti style “tags” on possessions, school books, walls
- Constantly talking about another person who has a lot of influence over them
- Broken off from old friends and now spends most of time with one group.
- Increased use of social work network sites
- Adopting certain codes of group behaviour, ways of talking, gestures or hand movements
- Scared when entering certain areas, and anxious about the presence of unknown youths
- Expressing aggressive or intimidating views towards other groups of young people, some of whom may have been friends before

When a pupil is identified as being at risk of being involved with gangs or youth violence, these concerns must be shared with the designated senior person for child protection using the safeguarding procedures detailed within this policy and where a judgement is made that input from external agencies is needed, the designated person will seek advice from the local authority.

Ark Pioneer Academy is committed to develop pupil’s Character and issues relating to peer pressure and crime are taught explicitly through our Values and Character programme. Ark Pioneer recognises that children who become involved in gangs or youth violence pose a risk to themselves and others and may at times be in possession of prohibited items. As a result, we will search pupils and confiscate prohibited items if school leaders believe a pupil may be in possession of a weapon (including knives), alcohol, illegal drugs, tobacco (and related paraphernalia), pornographic material, fireworks or stolen items. Referrals to the local authority will be made by the DSL as necessary.

School leaders will use the powers provided in the Department of Education guidance *‘Use of Reasonable Force – guidance for headteachers, staff and governing bodies (July 2013)’* to search pupils without consent if a concern is raised that the pupil(s) in question may be in possession of a weapon or illegal drugs.

At Ark Pioneer Academy, all searches of pupils will be conducted in the presence of at least two members of staff and in the presence of a senior leader; in all instances of physical intervention, the staff involved are required to record the use of physical intervention with a written report completed on the academy proforma for recording the use of physical intervention. This report must be given directly to the relevant senior designated person for child protection immediately.

Dealing with Disclosures

All members of staff at Ark Pioneer Academy receive Level 1 Safeguarding Training annually and are trained in how to receive, record and report child protection disclosures.

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the Designated Safeguarding Lead (DSL) is and who to approach if the DSL is unavailable. The DSL or DDSL should be approached first to raise any concerns or safeguarding issues. Ultimately, all staff have the right to contact Ark Head of Safeguarding directly or make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the school premises at the time and have concerns about sending a child home or an aggressive/violent parent on the premises.

What happens next?

Above is the outline for the procedure following a concern being raised. Academy staff are aware that they may be required to assist at any level of the process if they raised the concern or if they are best placed to follow up as advised by the DSL.

After raising a concern, the member of staff should be informed by the DSL what has happened following the report being made. If they do not receive this information they should be proactive in seeking it out. The DSL may only be able to share information on a need to know basis to staff which will not cover everything but will be enough to provide support to the child.

If staff have concerns that the disclosure has not been acted upon appropriately they might inform the safeguarding governor of the school and/or may ultimately contact the children's services department.

Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately. All staff are trained annually on how to receive, respond to and report child protection disclosures and all referrals to the DSL are responded to initially and then follow-up contact is made to ensure that the member of staff understands what has happened to the information that they have shared. The DSL is available to support staff following disclosures being made.

Whistleblowing

The Ark Schools Whistleblowing Policy ensures that procedures are in place to enable staff to raise concerns regarding serious wrongdoing without fear of reprisal and to do so with confidence that there will be a fair and impartial investigative procedure through which they will receive appropriate feedback.

The Ark Schools Whistleblowing Policy is applicable to concerns regarding wrongdoing within Ark Schools in relation to matters such as fraud, malpractice, mismanagement, breach of health and safety law or any other illegal or unethical act either on the part of management, the Governing Body or by fellow employees.

All employees and volunteers at Ark Pioneer will be directed as to where to find the Ark Schools Whistleblowing Policy as part of the induction process and/or staff meetings.

Similarly, all Ark Pioneer employees and volunteers are issued with the most recent edition of *Keeping Children Safe in Education* which informs readers that where they are concerned that the designated senior person is not taking appropriate steps to keep a child or children safe, they should contact social care directly.

Definition of Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) with someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. It is not private fostering if the arrangement was made by social services.

Examples of private fostering situations include:

- children and teenagers living apart from their families for a variety of reasons e.g. if a parent is ill, has had to temporarily move for work or there has been an argument within the family
- children with parents working or studying elsewhere in the UK
- children with parents overseas
- children on holiday exchanges.

Local Authority Requirements

Current arrangements for the regulation of private fostering originate from concern following the death of Victoria Climbié in 2000. Victoria was privately fostered by her great aunt. Arrangements were codified in the Children Act 2004. Following this, the Children (Private Arrangement for Fostering) Regulations 2005 set out the duties of local authorities in their arrangements for private fostering, and national minimum standards for local authorities were published in 2005.

Children/Young People with Medical Needs

There will be occasions when children are temporarily unable to attend school on a full time basis because of their medical needs. These children and young people are likely to be:

- children and young people suffering from long-term illnesses
- children and young people with long-term post-operative or post-injury recovery periods
- children and young people with long-term mental health problems (emotionally vulnerable)

The phrase “long-term” defines any period exceeding 15 continuous school days of absence from school because of medical needs.

Where it is clear that an absence will be for more than 15 continuous school days then the school should discuss further with Ark Central and their Local Authority and should not automatically be delayed until the 16th day of absence.

It is important that the referring school must notify the School Nurse service at the point it is identified that the child or young person medical need is preventing their attendance at school.

At all times during the period of absence the young person will remain on the roll of their home school and the home school will retain ultimate educational responsibility for the young person.

Referral to the Local Authority Education Inclusion Service:

Referral to the Education Inclusion Service (EIS) must be made by the young person’s home school and must be made via the Education and Inclusion Service referral form. Referrals should normally be supported by either:

- a Hospital Consultant
- a Senior Clinical Medical Officer
- a Consultant Child Psychiatrist
- a General Practitioner (GP)
- an Education Psychologist

Managing allegations against other pupils procedure

DfE guidance 'Keeping children safe in education' says that *'there are procedures in place to handle allegations against other children'*. The guidance also states the importance of minimising the risks of peer-on- peer abuse. In most instances, the conduct of students towards each other will be covered by the school's behaviour policy.

Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is also likely that incidents dealt with under this policy will involve older students and their behaviour towards younger students or those who are vulnerable.

The safeguarding implications of sexual activity between young people

The intervention of child protection agencies in situations involving sexual activity between children can require difficult professional judgments. Some situations are statutorily clear – for example, a child under the age of 13 cannot consent to sexual activity. But it will not necessarily be appropriate to initiate safeguarding procedures where sexual activity involving children and young people below the age of legal consent (16 years) comes to notice. In our society generally the age at which children become sexually active has steadily dropped. It is important to distinguish between consensual sexual activity between children of a similar age (where at least one is below the age of consent), and sexual activity involving a power imbalance, or some form of coercion or exploitation. It may also be difficult to be sure that what has or has been alleged to have taken place definitely does have a sexual component.

As usual, important decisions should be made on a case by case basis, on the basis of an assessment of the children's best interests. Referral under safeguarding arrangements may be necessary, guided by an assessment of the extent to which a child is suffering, or is likely to suffer, significant harm. Key specific considerations will include:

- The age, maturity and understanding of the children;
- Any disability or special needs of the children;
- Their social and family circumstance;
- Any evidence in the behaviour or presentation of the children that might suggest they have been harmed;
- Any evidence of pressure to engage in sexual activity;
- Any indication of sexual exploitation;
- There are also contextual factors. Gender, sexuality, race and levels of sexual knowledge can all be used to exert power. A sexual predator may sometimes be a woman or girl and the victim a boy

Procedure

At Ark Pioneer, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy.

Prevention

As a school we will minimise the risk of allegations against other pupils by:-

- Providing a developmentally appropriate pastoral & Character Programme which develops students understanding of acceptable behaviour and keeping themselves safe
- Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk
- Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils.

Allegations against other pupils which are safeguarding issues

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

If the allegation:-

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
 - Is of a serious nature, possibly including a criminal offence
 - Raises risk factors for other pupils in the school
 - Indicates that other pupils may have been affected by this student
 - Indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a student could include:

Physical Abuse

- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol

Emotional Abuse

- Blackmail or extortion
- Threats and intimidation

Sexual Abuse

- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting

Sexual Exploitation

- Encouraging other children to engage in inappropriate sexual behaviour (For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight)
- Photographing or videoing other children performing indecent acts

Practice

- When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the designated safeguarding lead (DSL) should be informed
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances
- The DSL should contact their local children's social care team or Ark Head of Safeguarding to discuss the case
- The DSL will follow through the outcomes of the discussion and make a referral where appropriate
- If the allegation indicates that a potential criminal offence has taken place, a referral to the multi-agency safeguarding hub (MASH) and the Police should be made
- Parents, of both the student being complained about and the alleged victim, should be informed and kept updated on the progress of the referral
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files
- It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures
- Where neither social services nor the police accept the complaint, a thorough school investigation should still take place into the matter using the school's usual disciplinary procedures
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned

Allegations made against staff

The framework for managing cases of allegations of abuse against teachers and other staff is set out in the statutory guidance 'Keeping Children Safe in Education' (September 2018) (KCSIE). The guidance can be found [here](#).

This procedure should be read alongside the statutory guidance KCSIE September 2018 Part 4 and Ark's Safeguarding & Child Protection Policy s.17. It should be used in respect of all cases in which it is alleged that a person who works with children under 18 years of age (either paid /unpaid/self-employed/contracted) 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 they may pose a risk of harm to children or to a particular child.

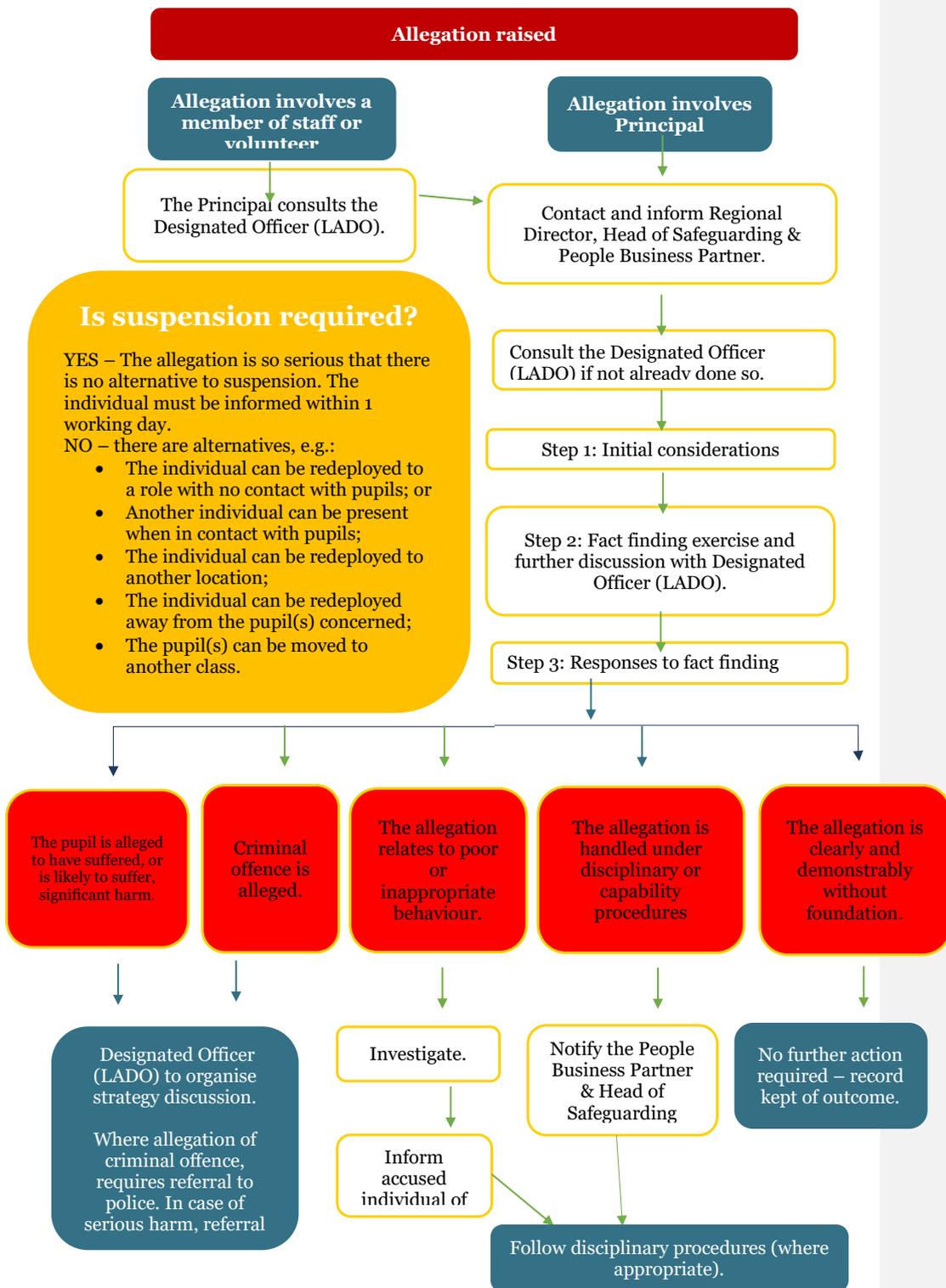
An allegation against a member of staff may arise from a number of sources e.g.:

- a report from a child victim
- a concern raised by another child/adult in the school/organisation/agency
- a concern raised by a parent or carer.

It is essential that any Safeguarding issue, concern or allegation made against staff, volunteers or other professionals in a school is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time support the person who is the subject of the concern or allegation. An overview of how allegations must be handled is relevant for the purposes of Section 175/157 of the Education Act 2002.

1. Defining an allegation

- 1.1. In the first instance whenever an allegation is made against a member of staff, another professional or volunteer that meets any of the above criteria, the Principal must be informed immediately. It is the Principal's responsibility to immediately consult the Designated Officer (LADO) and inform the Head of Safeguarding and Regional Director (Please refer to Appendix A for contact details).
- 1.2. If the allegation is made against a Principal, the person receiving the information must contact the Regional Director and inform the Head of Safeguarding. If the allegation is against an Executive Principal or Regional Director, the person receiving the information must contact the Director of Primary or Secondary Education and inform the Head of Safeguarding.
- 1.3. The Principal must advise the People Business Partner if an allegation:
 - could result in, or has resulted in, a strategic case meeting being called by a Designated Officer (LADO);
 - relates to a member of staff and, without prejudice to the case, the Principal judges that it may result in disciplinary action being taken.
- 1.4. Where a safeguarding concern or allegation triggers another procedure such as a grievance or disciplinary, that procedure shall only be followed once the immediate safeguarding concern or allegation has been fully investigated. The People Business Partner will provide HR advice in these circumstances.
- 1.5. If an allegation requires immediate attention, but is received outside of normal office hours, the Principal should consult the Social Care Emergency Duty Team or the Child Abuse Investigation Team (CAIT) via local Police. The Principal should also inform relevant people (see section 9.3) as soon as possible following this action.
- 1.6. Please refer to the following flow chart which sets out a summary of the overall procedure to be followed.



- 1.7. The Principal will consult the Designated Officer (LADO) to discuss the next action points. Advice may also be sought from social care and the police as required. It may be advised that the staff member is not told about the allegation immediately.

Step 2: Conducting a fact-finding exercise

- 1.8. After a discussion with the Designated Officer (LADO), the Principal should not conduct an investigative process on the matter. S/he should undertake a fact-finding exercise and:
- obtain written details of the concern/allegation
 - countersign and date the written details
 - record any information about times, dates and location of alleged incident(s) and names of any potential witnesses
 - make a record of any discussion about the child and/or member of staff, any decisions made, and the reasons for those decisions onto the safeguarding recording system – safeguarding monitor.
 - if more information is required than the initial disclosure, the principal may obtain any additional information which may be relevant such as previous history, risk assessments, whether the child or their family have made similar allegations and the individual's current contact with children.
- 1.9. In cases of an allegation against the Principal, Regional Director or Executive Principal, s/he should not be asked to gather the above information themselves. (Refer to point 4.2)
- 1.10. After the fact-finding exercise and further discussion with the Designated Officer (LADO), one or more of the following may be applicable:
- a) The pupil is alleged to have suffered, or is likely to suffer, significant harm - this requires an immediate referral to social care.
 - b) A criminal offence is alleged - this requires referral to the police.
 - c) The allegation relates to poor or inappropriate behaviour and requires an investigation to be completed.
 - d) The allegation is being handled under the disciplinary and/or capability procedures. The People Business Partner should be notified. In addition, the Head of Safeguarding should be informed for staff/pupil support (as necessary).
 - e) The allegation is clearly and demonstrably without foundation and no further action is required.
- 1.11. Where it is clear that an investigation by the police or Local Authority children's social care is unnecessary, or the strategy discussion or initial evaluation decides that is the case, in those circumstances the options open to the school are dependent on the nature and circumstances of the allegation and the evidence and information available. The options will range from taking no further action to summary dismissal or a decision not to use the person's services in future.
- 1.12. The Principal will continue to update the Regional Director as well as the Head of Safeguarding during the initial consideration process.

2. Responding to fact finding outcomes

Step 3: Responding to the fact finding outcomes

Following the fact finding exercise, one or more of the outcomes set out in section 5.5 (a) to (e) below may be applicable.

- 2.1. **Outcome where either 5.5 (a) the pupil is alleged to have suffered, or is likely to suffer, significant harm or 5.5 (b) a criminal offence is alleged.**

2.1.1. Strategy discussion

If the conclusion relates to either 5.5 (a) or 5.5 (b) above, the Designated Officer (LADO) will arrange a strategy discussion. The Principal, police, social care, People Business Partner are always invited and Head of Safeguarding should be invited (if matter relates to SLT/Principal). The staff member should not attend. The discussion will:

- focus on the needs of the pupil(s) who may be at risk; and
- determine what action should be taken regarding further investigation

- decide on who will inform the parents/carers of the child or young person

2.1.2. Strategy meeting

Following the outcome of the strategy discussion, a strategy meeting will be convened. The Designated Officer (LADO) will convene the meeting with any other relevant people, such as the Principal, social care, police, and HR. The staff member against whom the allegations is made against should not attend. The general purpose of the meeting is to consider evidence and discuss next steps.

The LADO will send out a letter inviting attendees to the meeting, detailing what will be discussed. At the end of the strategy meeting, it will be agreed how and who will inform the staff member of the outcome.

Subsequent strategy meetings will be held fortnightly, or at a minimum, monthly, to review progress. Each strategy discussion outcome will depend on the facts of the matter and the particular agencies which may be involved.

- 2.1.3. **Important note:** where there is an allegation of harm or a crime has been committed, please also refer to sections 8 and 9 below.

2.2. **Outcome where 5.5 (c) the allegation relates to poor or inappropriate behaviour**

- 2.2.1. In the course of an investigation, several elements may be followed:

- the Principal to liaise with the People Business Partner to arrange for an investigation to be conducted.
- enquires and assessment by social care about whether a child is in need of protection or in need of services;
- consideration by Ark Schools of disciplinary action in respect of the alleged individual.

2.2.2. Suspension during an investigation

The Principal, People Business Partner and Head of Safeguarding must consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the school during the investigation. In the case of the Principal being suspended from contact with children at the school until the allegation or concern is resolved, the People Business Partner would discuss with the Regional Director, Director of Education Primary or Secondary and Head of Safeguarding who would notify Head of Governance, Head of Communication and Chair of Governors. Please also refer to section 10.

- 2.2.3. The possible outcomes of an investigation could be:

- no further action
- professional advice and guidance
- disciplinary action
- dismissal either due to
 - risk of harm to children whereupon a barring referral must be made or
 - gross misconduct but no risk of harm to children
 - a finding of a false allegation
- the need to make further enquiries.

- 2.2.4. In some cases further enquiries will be needed to enable a decision about how to proceed. If so, the Regional Director, People Business Partner, Head of Safeguarding and the Designated Officer (LADO) should discuss with the Principal (where applicable) how and by whom the investigation will be undertaken. In straightforward cases that should normally be undertaken by a senior member of the school staff. However, in other circumstances lack of appropriate resource within the school, or the nature or complexity of the allegation will require an independent investigator.

- 2.3. **Outcome where 5.5 (d) the allegation is being handled under the disciplinary and/or capability procedures:** If the conclusion relates to 5.5 (d) above, an investigation will be initiated under the school's disciplinary and/capability procedures. Please contact your school's HR/Regional People Business Partner.

- 2.4. **Outcome where 5.5 (e) the allegation is clearly and demonstrably without foundation:** If the conclusion relates to 5.5 (e), the staff member should be told orally and in writing that the allegation is without foundation and no further action will be taken.

3. Informing the individual and others

- 3.1. The Principal should inform the member of staff against whom the allegation has been made against, about the allegation as soon as possible after consulting the Designated Officer (LADO), Head of Safeguarding and People Business Partner. If sharing the information with the member of staff will not impede or undermine any subsequent investigations, there should be no delay in doing so. At this early stage, it is advisable only to explain that an allegation of a child protection nature has been made. The detail of the allegation will be explained in the course of the investigation process, in accordance with Ark Disciplinary Policy.
- 3.2. The Principal will discuss with the Designated Officer (LADO) at the initial consideration stage on how to inform parents or carers of the allegation. Thereafter, parents/carers should also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child should be told the outcome.

4. If a referral to social care is required

- 4.1. As set out in section 5.5 (a), a referral is required:

- if a pupil has suffered, is suffering, or is likely to suffer significant or serious harm
- a pupil alleges a criminal offence has been committed
- where there is an allegation of a sexual nature

These referrals are managed in accordance with referral processes and thresholds established by the local safeguarding partners.

- 4.2. The Principal will liaise with the DSL when a referral to social care is required.

5. If a crime has been committed

- 5.1. As set out in section 5.5 (b), if a crime has been committed, and there is no reason to suspect significant harm, the Designated Officer (LADO) will immediately inform the police and organise a strategy discussion to decide if a police investigation is needed.
- 5.2. If it is not necessary to work with social care, but a police investigation is required, the Designated Officer (LADO) will then agree with the police, the school and any other agencies the nature of the allegation and how it should be addressed. The discussion will take place within one working day of the referral. The police will continue to monitor the case.
- 5.3. If the member of staff is not charged, the Principal and Designated Officer (LADO) will decide how to handle the case. If a charge is necessary, the police will inform the member of staff.

6. Suspension

- 6.1. Suspension is not automatic. Alternatives, such as leave of absence, transfer of duties and additional supervision will be considered. Suspension will only occur when evidence outlines that:
 - a pupil is at risk
 - the allegation is so serious there is no alternative solution
 - suspension is necessary to allow the conduct of the investigation to continue unimpeded.
- 6.2. A discussion should take place with the staff member informing them verbally of their suspension. This should be followed up with a letter outlining the details. At this stage the full extent of the issues to be investigated may not be known but the staff member should be given some information about why they are being suspended. There should be no assumption of guilt associated with the suspension. Staff should be informed that they are suspended on full pay. Contact details of a named school representative will be provided for the staff member to discuss any concerns or progress of the allegation.

7. Record keeping and information sharing

Records

- 7.1. The Principal will record any allegation, concern and discussions on a permission only part of the Ark Safeguarding Monitor online recording tool. Records will be completed as soon as possible after the allegation. This includes:

- incident details
 - follow up action
 - how it was resolved
 - action taken
 - any sanctions
- 7.2. Even if no police or disciplinary action is taken, a record will be kept of the allegation on the Safeguarding Monitor online tool.
- 7.3. If the actions of the member of staff, and the consequences of the actions, do not raise credible allegation concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil(s), this will be addressed in accordance with internal procedures.
- 7.4. Any information or referral forms submitted to the Designated Officer (LADO) or investigation agencies should be scanned into the file.
- Information sharing: need to know**
- 7.5. Other staff will only be informed on a 'need to know' basis. Notification may be delayed if the police believe it could prejudice an investigation. Those who will be told are likely to include:
- staff member;
 - pupil concerned and their parent(s)/carers;
 - individual making the allegation;
 - principal and regional director;
 - head of safeguarding and HR business partner;
 - head of communications;
 - designated officer (LADO) and investigating agencies
- 7.6. If a staff member's suspension results in disciplinary action, the investigating officer and members on the disciplinary hearing panel (if appropriate) will be given limited information.
- 7.7. The individuals outlined above will be informed of the outcome/actions of any meeting, as well as Ark's Education Directors, the Chair of the governing body and Safeguarding link governor (as necessary).

8. False allegations

- 8.1. If an allegation is found to be false, action will be taken to see if the person making the allegation is in need of services. If it is a deliberately malicious allegation made by:
- a pupil, the Principal will take action in line with the Behavioural Policy.
 - a staff member, it will be handled in accordance with the Disciplinary Policy – the police may also consider taking action in this situation.
- 8.2. If it is clear an allegation is false and /or unfounded, the accused staff member will be informed orally and in writing that no further action will be taken. The information on file will outline that the allegation was malicious.

9. Supporting those involved

- 9.1. Ark has a duty of care to employees and volunteers. The school aims to support the individual throughout the allegation process and will do all it can to manage and minimise stress. If the individual is external to the school, contact will be made with the relevant agency or service provider.
- 9.2. Information will be provided to the individual as soon as possible in line with the guidance set out in this procedure and throughout the allegation process. A named representative will be appointed to keep the individual informed of the progress of the allegation.
- 9.3. The member of staff may wish to contact their Trade Union Representative, if they have one, or a colleague for support. They should also be reminded about the confidential counselling support, which is available through the Employee Assistance Programme (section 14).
- 9.4. Social contact with colleagues and friends should not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence. The staff member should be advised not to discuss the case with any staff members.

10. Employee Assistance Programme

- 10.1. The service is available 24 hours a day, 7 days a week, and 365 days a year and is accessible by phone, email, instant messaging and website. The service offers assistance with any work, personal or family issue and includes professional consultation, access to face-to-face counselling (up to six sessions), information, resources and referrals to local services. EAP can be accessed, in the following ways:

FREEPHONE: 0800 243 458
EMAIL assistance@workplaceoptions.com
WEBSITE www.workplaceoptions.com (Username: **Ark Schools**,
Password: **employee**)
SMS (for call back): **07909 341 229**

- 10.2. Should medical advice and guidance be required this can be arranged through the school's HR officer, who will arrange for a referral to Ark's Occupational Health providers.

11. Confidentiality

- 11.1. It is extremely important that when an allegation is made, the school makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. Schools should take advice from Ark Central on:

- who needs to know and, importantly, exactly what information can be shared;
- how to manage speculation, leaks and gossip;
- what, if any, information can be reasonably given to the wider community to reduce speculation; and
- how to manage press interest, if and when it should arise.

12. On conclusion of a case and exit arrangements: possible referrals required

If an allegation is founded, the KCSIE guidance should be consulted in conjunction with this procedure as to which referrals to professional bodies may be required.

12.1. Referral to Disclosure and Barring Service (BBS)

- 12.1.1. Schools have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- the harm test is satisfied in respect of that individual. To satisfy the harm test there needs to be credible evidence of a risk of harm to children or vulnerable adults such as statements made by an individual regarding conduct/behaviour, etc.
- For a case to be considered as a risk of harm, relevant conduct would not have occurred but there must be tangible evidence rather than a "feeling" that a person represents a risk to children and / or vulnerable adults. For example, a teacher who confides in their head teacher that they are sexually attracted to children (but who had not engaged in 'relevant conduct') would satisfy the harm test.
- the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence; and
- the individual has ceased working in a regulated activity, or would have been removed had they not left.

- 12.1.2. Where a teacher is dismissed or the school ceases to use the services of a teacher because of serious misconduct, or where a teacher might have dismissed or the school ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State. The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

12.2. Referral to Teaching Regulation Agency (TRA) for consideration

- 12.2.1. Where an allegation is substantiated and the member of staff is dismissed or resigns, school should consider referring the matter to the TRA for consideration for a prohibition order.

12.3. Referral to National College teaching Leadership (NCTL)

12.3.1. Teaching prohibition orders prevent a person from carrying out teaching work in schools. A person who is prohibited from teaching must not be appointed to work as a teacher in such a setting.

13. Lessons learnt

If there is a substantiated allegation against a member of staff, the Principal, Regional Director, Head of Safeguarding, People Business Partner and DSL will work with the Designated Officer (LADO) to identify any changes, lessons learnt and improvements which could be made to help prevent similar events in the future.

Additional policies for Appendix A:

This list details other policies in place at Ark Pioneer and/or across the Ark network that are complementary to the Safeguarding Policy. These policies are available either on the school website or by contacting Kalil Rouse, Designated Safeguarding Lead.

- Ark Pioneer Staff Code of Conduct
- Ark Pioneer SEND Information Report
- Ark Pioneer SEND Policy
- Ark Pioneer Supporting Pupils with Medical Needs Policy

Behaviour & Attitudes

- Ark Pioneer Attendance & Punctuality Policy
- Ark Pioneer Behaviour Policy
- Ark Pioneer Uniform Policy
- Ark Managing harmful behaviour of children who are vulnerable and/or have committed offences that may present a risk to others in a school setting (Ark Procedure)
- Ark 'Use of Reasonable force/Physical Intervention /Positive Handling
- Ark Managing allegations against staff and volunteers (Ark Procedure)
- Ark Managing allegations against other pupils
- Ark Pioneer Values & Character Programme (including PSHE & Citizenship/Relationship & Sex Education (RSE)/Spiritual, moral, social and cultural (SMSC))
- Ark Pioneer RSE Policy

Safety

- School site security & Visitor Management
- Ark Pioneer Trips Policy & Ark Outdoor visits for schools
- Ark Pioneer Coping with a School Emergency Policy
- Ark Pioneer E-Safety Policy
- Ark Managing Violence Code of Practice
- Ark Alternative Provision Risk Assessments

HR & Governance

- Ark Allegations against staff, volunteers and other professionals 2018-20 (Ark Procedure)
- Ark Complaints Policy
- Disqualification under the Childcare Act 2006 (DfE 2018)
- Ark Governors Handbook
- Ark IT Policy & Acceptable Use Agreement
- Ark Safer Recruitment Policy
- Ark Whistleblowing Policy

APPENDIX B

Statutory legislation and guidance documents links

[Keeping Children Safe in Education 2020](#)

[Working together to Safeguard Children \(DfE, 2018\)](#)

[Working together to Safeguard Children July 2018](#)

[What to do if you are worried a child is being abused \(March 2015\)](#)

[Use of reasonable force: advice for head teachers, staff and governing bodies \(July 2013\)](#)

[Information Sharing: Advice for Practitioners \(DfE, 2018\)](#)

[Prevent Duty Guidance for England and Wales' \(2015\)](#)

[Early years \(under 5s\) foundation stage framework \(EYFS\) \(2017\)](#)

[The Children Act 1989](#)

[The Children Act 2004](#)

[DfE's Data Protection: A Toolkit for Schools \(2018\)](#)

[Education Act 2002](#)

[The Children and Families Act 2014](#)

[Inspecting Safeguarding in early years, education and skills setting \(2019\)](#)

[SEND code of practice: 0 to 25 years \(DfE 2017\)](#)

[Mental Health & Behaviour in Schools Nov 2018](#)

[Disqualification under the Childcare Act \(DfE, 2006\)](#)

[The Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#)

[School attendance August 2020](#)

[Exclusion from maintained schools, academies and pupil referral units in England \(Sept 2017\)](#)

[Criminal Exploitation of children and vulnerable adults: County Lines guidance \(July 2017\)](#)

[Education Inspection Framework \(Sept 2019\)](#)

[Inspecting safeguarding in early years, education and skills settings \(Sept 2019\)](#)

[Safeguarding in schools, colleges and other providers](#)

[Safeguarding and Remote Education](#)

[Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 which defines what 'regulated activity' is in relation to children](#)

[The Equality Act 2010](#)

[The Data Protection Act 2018 and General Data Information Protection Regulations](#)

[The Serious Crime Act 2015](#) (sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18).

[The Voyeurism \(Offences\) Act, 2019 \(which is commonly known as the Upskirting Act\)](#)

'When to call the police' Guidance for schools and colleges, produced by the National Police Chiefs Council (NPCC) 2020.

Home Office's Preventing youth violence and gang involvement

Commented [JT1]: Added

Commented [JT2]: Added

Commented [JT3]: Added

Commented [JT4]: Added

Commented [JT5]: Added

Commented [JT6]: Referenced in KCSIE 2020

Commented [JT7]:

APPENDIX C

Abuse / Safeguarding Issues that can place children at risk of harm (link to guidance/advice)

Abuse

[Bullying including cyberbullying](#)

[Children and the Court System \(Ages 5-11\)](#)

[Children and the Court System \(Ages 12-17\)](#)

[Children with family members in prison](#)

[Child Missing from Education](#)

[Child Missing from home or care](#)

[Child Sexual Exploitation \(CSE\)](#)

[Criminal exploitation of children and vulnerable adult's county lines](#)

[Domestic Abuse](#)

[Drug Advice for Schools](#)

[Fabricated or Induced Illness](#)

[Faith or Belief Based Abuse](#)

[Female Genital Mutilation \(FGM\)](#)

[Forced Marriage](#)

[Gangs and Youth Violence](#)

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

[Hate](#)

[Homelessness](#)

[Mental health](#)

[Peer on Peer / child on child](#)

[Private fostering](#)

[Preventing radicalisation](#)

[Protecting children from radicalisation](#)

[Sexting](#)

[Sexual violence and sexual harassment between children in schools and colleges](#)

[Serious Violence](#)

[Trafficking and modern slavery](#)

[Up-skirting](#)