

The King of Kings School

Safeguarding and Child Protection Policy

with

Procedures and Guidance



2026 to 2027

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SAFEGUARDING POLICY

Incorporating our Child Protection Policy, Safer Recruitment Policy, E-Safety and Data Protection Policy, School Behaviour Policy, Anti-Bullying Policy, Children Missing Education Policy, Staff Code of Conduct, Preventing Extremism and Radicalisation Policy, Whistleblowing Policy, and Youth Produced Sexual Imagery Policy

This document has been reviewed with reference to the documents, Keeping Children Safe in Education (2026), The Prevent Duty, Departmental advice for schools and childcare providers, July 2015, Working Together to Safeguard Children 2026 and The Children Act 2004. It has also taken into account advice received from the Manchester Safeguarding Partnership (MSP) and Salford LA.

It should be read alongside DfE advice, *What to do if you're worried a child is being abused* (March 2015), *Information Sharing: Advice for practitioners, DfE* (July 2018), and *non-statutory interim guidance on safeguarding in schools, colleges and other providers*.

PART 1

School Statement

This school recognises our moral and statutory responsibility to safeguard and promote the welfare of all children.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as protecting children from maltreatment, preventing impairment of children's mental and physical health or development, ensuring that children grow up with safe and effective care, and taking action to enable all children to have the best outcomes. The terms 'child' and 'children' includes everyone under the age of 18.

The Governors and staff take seriously their responsibility to protect and safeguard the welfare of children and young people in the school. They undertake to ensure that persons with leadership and management responsibilities demonstrate good skills and knowledge appropriate to their role and fulfil their responsibilities effectively so that the Independent School Standards are met consistently; and to actively promote the well-being of pupils according to section 10(2) of the Children Act 2004(a).

We make every effort to provide a safe and welcoming environment, underpinned by a culture of openness, where both children and adults feel secure, able to talk openly and believe that they are being listened to. We maintain an attitude of, "it could happen here" where safeguarding is concerned.

The purpose of this policy is to provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in school and to inform parents and guardians how we will safeguard their children while in our care. Specific guidance is available to staff within the procedure documents.

The school will educate and encourage pupils to keep safe through:

Providing help and support to meet the needs of children as soon as problems emerge
Protecting children from maltreatment inside and outside the school, including online.

The content of the ACE and the complementary curriculum

Safeguarding issues are addressed regularly in Scripture, Current Affairs, English Literature and form periods (See PHSEE policy)

The school ethos helps children to feel safe and able to talk freely about their concerns, believing they will be listened to and valued

Staff will notify colleagues and/or parents of any concerns about their child(ren), and provide them with, or signpost them to, opportunities to change the situation.

The school will liaise with other agencies that support pupils and provide Early Help and ensure everyone knows who the Designated Safeguarding Lead (DSL) and Deputy DSL are, and how to contact them.

The Designated Safeguarding Lead is Beccy Judson. Her role is to provide support and direction to staff members to carry out their safeguarding duties and to liaise closely with other services, such as Children's Social Care, the LA Designated Officer, the DBS, police and the Clinical Commissioning Group (CCG), when managing referrals. She also works closely with the Headteacher.

She is also the Online Safety Safeguarding Lead.

The Deputy Designated Safeguarding Lead is Brenda Lewis. Her role is to provide support to the DSL and to be available when the DSL is absent.

The Chair of Governors is Dr Philip Lewis.

The Safeguarding Governor is Dr Bamidele Oyebande. His role in **Safeguarding** is to take the lead in responsibility for the school's safeguarding arrangements in dealing with allegations of abuse made against the Headteacher or members of staff. He checks the termly Safeguarding Report and audit and keeps in close touch with the DSL. He is also responsible for Prevent and has Channel training.

The **Headteacher is Brenda Lewis.** Her role in **Safer Recruitment** is to ensure that the school operates safe recruitment practices and to make sure that all appropriate checks are carried out on staff and volunteers who work with the children.

The Deputy Head is Justine Golamhossen. Her role in Safer Recruitment is to assist the Headteacher. She is also the Lead for Looked After and Previously Looked After Children and the Mental Health Lead.

All staff members must read the content of this policy. The *Teacher Standards 2012* states that teachers, including Headteachers, should safeguard children's well-being and maintain public trust in the teaching profession as part of their professional duties.

All staff and governors must undertake regular Basic training on Safeguarding and Child Protection. The DSL, the DDSL, the Chair of Governors and the Safeguarding Governor also undertake Lead or Level 3 Safeguarding Training. The school is committed to an on-going training programme on these matters. All staff and volunteers have to read Part I of the most recent KCSIE. Volunteers have a specific annual meeting on Safeguarding. Staff Safeguarding training is updated throughout the year by the DSL in Staff Meetings.

All staff and Governors and volunteers read Part 1 of *Keeping Children Safe in Education September 2026* and sign to say so or confirm by email. They are required to refresh and update this annually.

All staff members may raise concerns directly with **Children's Social Care (using contact details for Salford Contact Centre outlined in Appendix 10: Contact Details).**

To contact the above people, in the first instance please call the school office on 0161 834 4214.

For the DSL to raise an early concern regarding a child or a family: contact the Early Help Hub using procedures outlined for Early Help in *Appendix 6: Referral Procedures*.

The Governors recognise the need to build constructive links with childcare agencies, and will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

Students have a student voice through the weekly Student Council and through their team leaders or Head Boy or Girl.

The Governors are committed to:

- Listening to, relating effectively to and valuing children and young people while ensuring their protection within school activities.
- Ensuring that Safeguarding is taught as part of a broad and balanced curriculum including online safety.
- Employing the expertise of staff when reviewing safeguarding policies and providing opportunities for staff to contribute to and shape safeguarding arrangements and the Child Protection Policy.
- Encouraging and supporting parents and carers.
- Ensuring that staff members are given support and training.
- Having a system for dealing with concerns about possible abuse.
- Maintaining good links with the statutory child care authorities.
- Ensuring all staff have an awareness of safeguarding issues that can put children at risk of harm - behaviours linked to issues such as drug taking, alcohol abuse, 'unexplainable and/or persistent absences from education and sexting put children in danger.
- Ensuring the DSL and staff are aware of and follow local safeguarding partnership arrangements so that the school contributes to multi-agency working in line with statutory guidance, Working Together to Safeguard Children 2026.

What staff need to know

All staff to be aware of the systems and procedures within the School which support safeguarding and are explained to them as part of staff induction, including the:

- Child Protection policy
- School Behaviour policy
- Staff cCode of Conduct
- Safeguarding children who are absent from education, particularly on repeat occasions and/or prolonged periods
- The role and name of the DSL and DDSL.

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

All staff to be made aware of the process for community-based Family Help assessments:

- the criteria, including the level of need, for when a case should be referred to Family Help support and services provided at:
 - Targeted early help level
 - Statutory services delivered to children in need, including disabled children
- the criteria, including the level of need, for when a case should be referred to LA children's social care for assessment and

Statutory services when there is reasonable cause to suspect a child is suffering or likely to suffer significant harm

- care and supervision orders
the duty to accommodate a child.

All staff to be given clear procedures and processes for cases relating to:

- the abuse, neglect, and exploitation of children
- children managed within the youth secure estate
- disabled children

All staff to be told what to do if a child tells them they are being abused, exploited, or neglected. Staff should know how to manage an appropriate level of confidentiality, only involving those who need to be involved, such as the DSL or DDSL and LA children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may not be in the best interests of the child.

All staff should reassure victims that they are being taken seriously and that they will be supported and kept safe.

A victim should never be given the impression that they are creating a problem by reporting any form of abuse or neglect, nor be made to feel ashamed for making a report.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and may not recognise their experiences as harmful. They may feel embarrassed, humiliated, or are being threatened. This could be due to e.g. disability or language barriers. Staff should employ professional curiosity and speak to the DSL or DDSL if they have concerns about a child.

It is important that staff understand how best to build trusted relationships with the children which can facilitate communication.

All staff should recognise that children may experience prejudice-based harm, including racism, faith-based prejudice, and other forms of discrimination. This may affect a child's welfare, wellbeing, mental health, and willingness to seek help.

Staff should be alert to the signs and impact of prejudice-based harm and ensure that concerns are considered within safeguarding practice where appropriate.

All staff have a key role to play in safeguarding children, identifying concerns early and providing help for children and families and should familiarise themselves with the systems within the school that support safeguarding, which are explained in the staff induction.

Where a child is suffering significant harm, or is likely to do so, action will be taken to protect that child. Action will also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm nor are at immediate risk of it.

Everyone who encounters children and their families has a role to play in safeguarding children. Anyone working in the school is particularly important as they are in a position to identify concerns early and provide help to children to prevent concerns from escalating; they form part of the wider safeguarding system. See *Working Together to Safeguard Children 2026*.

All staff members have a responsibility to provide a safe environment in which children can learn. They have a responsibility to identify children who may be in need of extra help or who are suffering, vulnerable to, or are likely to suffer, significant harm.

Staff have a responsibility to review and monitor these students on a regular basis and all staff members have a responsibility to take appropriate action, working with other services as necessary, including **Early Help**.

Early Help is the process of taking action early and as soon as possible to tackle problems emerging for children, young people and their families, at any point in a child's life. Staff should be able to identify and monitor the vulnerable children in School who need this support, understanding the difference between a safeguarding concern and a child in immediate danger or at significant risk of harm. Concerns should be registered with Salford's Early Help Hub, following the procedures outlined in *Appendix 6: Referral Procedures*.

In addition to working with the DSLs, all staff members should be aware they might be asked to support social workers to take decisions about individual children and should make themselves aware of the systems within the school that support safeguarding, which are explained in the staff induction. This includes the school's Safeguarding and Child Protection Policy, the Staff Code of Conduct, and the role of the Designated Safeguarding Lead (DSL).

Staff members should be aware of the signs of abuse and neglect in order to identify children who may be in need of help or protection. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should contact the DSL or the Headteacher for help. They may always speak directly to the Bridge (using contact details outlined in *Appendix 10: Contact Details*) if circumstances require it.

Staff members should also be aware of any signs of extremist views within School, whether from internal sources – students, members of staff, or governors - or external sources – the local community, external agencies or individuals. School must be a safe place where students can explore controversial issues safely and teachers must understand it is their duty to facilitate and encourage this.

Staff members to maintain an attitude of, 'It could happen here'. When concerned about the welfare of a child, staff members should always act in the interests of the child.

A child missing from School is a potential indicator of abuse or neglect. Staff members should follow School's procedures for dealing with missing children, particularly on repeat occasions. They should identify any risk of abuse or neglect, including sexual abuse or exploitation. See information later in this policy about children who run away or go missing from home or care.

If staff members have concerns about a child, they should raise these with the DSL **immediately**. This includes situations of abuse that may involve staff members. The DSL will decide whether to make a referral to children's social care, although any staff member can refer their concerns to Manchester Contact Centre (using contact details outlined in *Appendix 10: Contact Details*).

Where a child and family would benefit from co-ordinated support from more than one agency (for example, education, health, housing, police), an inter-agency assessment will be conducted. These assessments, undertaken by a lead professional (teacher, special educational needs co-ordinator, General Practitioner (GP), family support worker, and/or health visitor) will identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. See the Salford Multi-Agency Safeguarding Hub (MASH) information through The Bridge Partnership, 0161 603 4500; emergency duty team, 0161 794 888, or the Salford Council 'worried about a child' portal.

A 'concern' is when you are troubled about a child's welfare and you have reasonable cause to suspect a child is suffering, or likely to suffer, significant harm, or if it involves the child's safety and well-being.

If at any point there is a risk of immediate serious harm to a child, a referral should be made immediately to Children's Social Care. Anybody can make a referral. If the child's situation does not appear to improve, the staff member should press for re-consideration. Concerns should always lead to help for the child.

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. Poor practice includes 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 reassess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.

Early Help is used to describe the process of taking action early and as soon as possible to tackle problems emerging for children, young people and their families. Effective help can occur at any point in a child or young person's life. Staff should be able to identify the vulnerable children in the school who need who need this level of support. These children should be identified and monitored. Staff need to understand the difference between a safeguarding concern and a child in immediate danger or at significant risk of harm, as part of identifying vulnerable learners. The DSL will lead when early help is appropriate.

Support before statutory intervention

Any child may benefit from support before statutory intervention, including from universal services and community-based Early Help, or the targeted early help level of Family Help. All school and college staff should be particularly alert to the potential need for additional support for a child who:

- is disabled or has certain health conditions and specific additional needs
- has special educational needs (with/out EHCP).
- has a mental health need
- is a young carer
- is pregnant and/or is a parent themselves
- has exhibited early signs of abusive, violent and/or harmful behaviours
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care
- has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation
- is at risk of being radicalised into terrorism
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of honour or faith-based abuse such as Female Genital Mutilation or Forced Marriage, and
- is a privately fostered child.

Contextual Safeguarding

All staff should be aware that safeguarding incidents/behaviours can be associated with factors outside the school and/or can occur between children outside of these environments.

All staff, but especially the designated safeguarding lead (and deputy) should consider whether children are at risk of abuse, neglect or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Assessments of children should consider the wider environmental factors affecting the child's life that may pose a threat to their safety and/or welfare. As much contextual information as possible should be provided as part of the referral process. More information can be found at <https://contextualsafeguarding.org.uk/>

Safer Working Practices

The school has regard to the underpinning principles of the *Guidance for Safer Working Practices 2015* and the *Salford LA Guidelines on Safer Working Practices*

- The welfare of the child is paramount
- Staff must understand their responsibilities to safeguard and promote the welfare of students
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motives and intentions
- Staff should work, and be seen to work, in an open and transparent way
- Staff should acknowledge that deliberately invented or malicious allegations are extremely rare and that all concerns should be reported and recorded
- Staff should discuss and/or take action promptly with the Headteacher if they have acted in a way which may give rise to concern
- Staff should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation
- Staff should not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children
- Staff should be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action, and/or other proceedings including barring by the Disclosure & Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching by the Teaching Regulation Agency (TRA).
- Staff should be aware of and understand their establishment's child protection policy, arrangements for managing allegations against staff, staff behaviour policy, whistle blowing procedure and their local authority safeguarding procedures.
- Staff and managers should continually monitor and review practice to ensure this guidance is followed
- Staff should be aware of and understand this school's Child Protection Policy, arrangements for managing allegations against staff, staff Code of Conduct and Discipline Policy, Whistle Blowing procedure and Salford SCB procedures.
- **Online Safety**
Please refer to our Online (e-Safety) Policy. There is also a wealth of information, with links, to help schools and parents keep children safe online in KCSIE 2026 which includes how to support keeping children safe online when they are learning at home.
- Staff should make themselves familiar with the following school documents and policies:

- Staff Handbook
- Anti-Bullying Policy
- Appointment of Staff Policy
- Equal Opportunities in Employment Policy
- Staff Code of Conduct
- Grievance Procedure
- Management of Staff Absence Policy
- Staff Appraisal and Capability Policy
- Staff Discipline Policy
- Whistle Blowing Policy
- Data Protection Policy
- Fire Safety Policy
- First Aid Policy
- Food Hygiene Policy
- Health and Safety Policy
- Intimate care and Toileting Policy
- Risk Assessment Policy
- Physical Interventions Policy (include the use of Reasonable Force)(*replaces Restraint*)
- Behaviour Policy
- Complaints Procedure
- Confidentiality Policy
- Equal Opportunities Policy
- Exclusions Policy
- Late and Uncollected Children Policy
- Looked After Children
- Missing Child Policy
- Misuse of Substances and Drugs Policy
- School Trips and Educational Visits Policy
- SEND Policy
- Sex and Relationships Policy
- Safer Working Practices
- Supporting children with medical conditions

Key Training Areas and Timescales

Training Areas

Mandatory Induction, new staff member
 Child Protection Awareness, whole staff (inc statutory Safeguarding)
 Designated Safeguarding Lead (statutory)

 Deputy Designated Safeguarding Lead (statutory)

 Safer Recruitment, Head and Deputy (statutory)
 Prevent, all staff (statutory)
 Training for Governors
 Female Genital Mutilation
 Child Sexual Exploitation
 Online Safety
 Mental Health Awareness Training

Timescales for Training

Prior to starting at school
 Every 2 years with refresher training on other year
 Every 2 years with refresher training on other year
 Every 2 years with refresher training on other year
 Every 2 years
 Annually
 Annually
 Every two years
 Every two years
 Annually
 Updated annually

Note:*Training for governors and trustees*

All governors to receive appropriate safeguarding and child protection training at induction, and then at regular intervals. This training should provide them with the knowledge to ensure that the school's safeguarding policies and procedures are effective.

Aims

- To provide Staff with the framework to promote and safeguard the wellbeing of children and so ensure all statutory responsibilities are met.
- To ensure consistent good practice across the school.
- To demonstrate our commitment to protecting children.

Principles and Values

Children have a right to feel secure and without this provision cannot be guaranteed to learn effectively unless they do so.

All children, regardless of age, gender, race, ability, sexuality, religion, culture or language, have a right to be protected from harm.

All staff have a key role in the prevention of harm and have an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm in accordance with the prescribed guidance.

We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout with the child protection process to safeguard children.

Whilst the school will work openly with parents as far as possible, the school reserves the right to contact children's social services or the police, without notifying parents, if this is deemed to be in the best interests of any child.

Confidentiality

All matters relating to child protection will be treated as confidential and will only be shared as instructed in the 'Working Together' guidance.

Information will only be shared with agencies with whom we have a statutory duty to share or with individuals within the school who 'need to know'.

All staff need to be aware that they cannot promise a child to keep a disclosure confidential.

Definitions

Child Protection is an aspect of safeguarding but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

Staff applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This includes parents and governors.

Child refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to pupils of our school; however, the policy will extend to visiting children and students from other establishments, including home schools.

Parent refers to birth parents and other adults in a parenting role, for example adoptive parents, step parents, guardians and foster carers.

Abuse refers to neglect, physical, emotional or sexual abuse and exploitation or any combination of these. Parents, carers and other people can harm children either by direct or indirect acts and/or by failing to provide proper care. Explanations of these are given within the procedure document.

We will invoke Child Protection Procedures where necessary.

All staff members must read the content of this policy. The *Teacher Standards 2012* states that teachers, including head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

The DSL and Deputy and the Safeguarding Governor all undertake regular standard and lead training. All staff are updated on child protection regularly and are retrained annually in the Autumn Term by the DSL. New staff are trained at Induction.

All staff must staff read *Part 1, Keeping Children Safe in Education (Sept 2026)* and sign to say so.

The Governors recognise the need to build constructive links with childcare agencies, and will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Accordingly, these guidelines have been prepared in consultation with the Churches Protection Advisory Service (CCPAS) and Christian Education Europe.

The Governors are committed to:

- Listening to, relating effectively to and valuing children and young people whilst ensuring their protection within school activities.
- Ensuring safeguarding is taught as part of providing a broad and balanced curriculum.
- Employing the expertise of the staff when reviewing safeguarding policies and providing opportunities for staff to contribute to and shape safeguarding arrangements and the child protection policy.
- Encouraging and supporting parents/carers
- Ensuring that staff members are given support and training
- Having a system for dealing with concerns about possible abuse, neglect and exploitation
- Maintaining good links with the statutory childcare authorities

Staff responsibilities

All staff have a key role to play in safeguarding children, identifying concerns early and providing help for children. They will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried about any problems.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse, neglect and exploitation.
- Maintain an attitude of, "It could happen here" with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the relevant person as soon as practical that day.
- If the disclosure is an allegation against a member of staff they will follow procedures.
- Follow the procedures set out by the Salford Local Authority and Bridge Partnership and take account of guidance issued by the Department for Education (DfE).
- Support pupils in line with their child protection plan.
- Treat information with confidentiality but never promise to "keep a secret".
- Notify DSL of any child on a child protection plan who has unexplained absence.

All staff members have a responsibility to provide a safe environment in which children can learn. They have a responsibility to identify children who may be in need of extra help or who are suffering, are vulnerable to, are likely to suffer, or be at risk of, significant harm. Staff have a responsibility to review and monitor these students on a regular basis; all staff members then have a responsibility to take appropriate action, working with other services as needed, including Early Help.

Where a child is suffering significant harm, or is likely to do so, action will be taken to protect that child. Action will also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

See Working Together to Safeguard Children (2026).

Early Help is used to describe the process of taking action early and as soon as possible to tackle problems emerging for children, young people and their families. Effective help can occur at any point in a child or young person's life. Staff should be able to identify the vulnerable children in school who need who need this level of support. These children should be identified and monitored. Staff need to understand the difference between a safeguarding concern and a child in immediate danger of, or at significant risk of, harm.

In addition to working with the DSL, staff members should be aware that they might be asked to support social workers to take decisions about individual children.

All staff members should make themselves aware of the systems within the school that support safeguarding, which are explained in the staff induction. This includes:

Child Protection Policy

Staff Code of Conduct

The role of the **Designated Safeguarding Lead** (Beccy Judson).

Staff members should be aware of the signs of abuse, exploitation and neglect in order to identify cases of children who may be in need of help or protection. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to children's social care. Staff members should be aware of any signs of extremist views of any kind in our school, whether from internal sources – students, staff or governors - or external sources - school community, external agencies or individuals. Students should see the school as a safe place where they can explore controversial issues safely and where teachers encourage and facilitate this and understand they have a duty to ensure this happens.

Staff members are advised to maintain an attitude of, 'It could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

Senior management team responsibilities:

- Contribute to inter-agency working in line with guidance (*Working Together 2026*)
- Provide a co-ordinated offer of early help when additional needs of children are identified
- Work with children's social care, support their assessment and planning processes including the school's attendance at conference and core group meetings
- Carry out tasks delegated by the governing body such as training of staff; safer recruitment; maintaining a single central register
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school
- Treat any information shared by staff or pupils with respect and confidentiality whilst following procedures

- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from the DfE, SSCP, and Salford Contact Centre (SCC)

Governing body responsibilities

- Ensure that the school has effective Safeguarding policies and procedures, including a Child Protection Policy and a Staff Code of Conduct
- Ensure that an annual (and termly) Safeguarding Audit is carried out
- Recruitment, selection and induction follow Safer Recruitment practice.
- Allegations against staff are dealt with according to procedures.
- A member of the senior staff team is given the role of Designated Safeguarding Lead (DSL) and this is recorded in their job description
- Staff have been trained appropriately and this is updated in line with guidance
- Any safeguarding deficiencies or weaknesses are remedied without delay
- They have identified a nominated governor for allegations against the headteacher

Designated Safeguarding Lead (DSL)

The School Designated Safeguarding Lead (DSL) is the first point of contact for any member of the school staff who has a concern about the safety and well-being of a student.

The DSL does is (but does not need to be) a member of the teaching staff and also is, as she should be, a recognised member of the Senior Management Team with the required status and authority to carry out the requirements of the role.

This school also has a Deputy Designated Safeguarding Lead (DDSL). The deputy is the first point of contact in the absence of the DSL to avoid any unnecessary delays in responding to a student's needs.

The DSL, he DDSL and the Safeguarding Governor are required to undertake child protection training (standard and lead) every two years and to supplement this training by attending relevant workshops to update. The DSL attends the northern Early Help cluster termly and staff attend Local Authority Training.

Responsibilities of the DSL

In addition to the role played by staff and the senior management team, the DSL will:

- Assist the governing body in fulfilling their responsibilities under sections 175 and 157 of the Education Act 2002
- Attend initial standard and lead training for the role, repeating this every two years, and refreshing this annually.
- Ensure every member of staff and all volunteers know who the DSL is, is aware of the DSL role and has their contact details
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse, neglect and exploitation and responsibility for referring any concerns to the DSL
- Ensure that whole school training takes place annually and regular updates are given as needed so that staff and volunteers can fulfil their responsibilities
- Ensure any members of staff joining the school outside of this training schedule receive training in Safeguarding and Child Protection during Induction
- Keep written records of child protection concerns securely and separately from the main pupil file and use these records to assess the likelihood of risk
- Ensure that copies of safeguarding records are transferred (separately from pupil files) when a child transfers school

- Ensure that where a pupil transfers school and is on a child protection plan or is a child looked after, the information is passed to the new school immediately and that the child's social worker is informed
- Link with the Salford SCP to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Develop, implement and review procedures in our school that enable the identification and reporting of all cases, or suspected cases, of abuse, neglect or exploitation.
- She will work closely with other services such as the local Designated Officer, the police and the Clinical Commissioning Group (CCG), when managing referrals, as well as working closely with the Headteacher.
- Act as Prevent Lead

Skills needed by DSL

The DSL needs the skill and ability to:

- Identify signs of abuse, neglect or exploitation.
- Refer concerns to the appropriate investigating agencies
- Maintain detailed and accurate written records of child protection concerns and ensure they are kept securely
- Offer support, advice and give a level of expertise to all members of the school staff team
- Ensure all staff have access to and understand the school Safeguarding and Child Protection Policy and Procedures.
- Provide child protection training as part of the induction for all new staff in the school and take the lead in annual staff training and regular updating of staff.
- Be responsible with the Head Teacher for the annual review and update of the School Safeguarding Policy and the presentation of this to the Governing Body.
- Ensure that a copy of the School Safeguarding and Child Protection Policy is available for any parents who request to see it.
- Ensure that the Head Teacher, the Safeguarding Governor and Chair of Governors are updated on a regular basis about all issues and child protection investigations.
- Ensure that relevant safeguarding files are copied and forwarded appropriately when a child/young person transfers to another school.
- Be part of the team who review and monitor any causes of concern relating to students which are raised in school.

Raising concerns

If staff members have concerns about a child they should raise these with the DSL, or in her absence with the Deputy DSL. This includes situations of abuse that may involve staff members. If this involves a member of staff related to the Headteacher (who is also the Deputy DSL), in the absence of the DSL concerns should be raised with the Safeguarding Governor. If concerns directly involve the Headteacher, they should be raised with the Safeguarding Governor. The DSL will usually decide whether to make a referral to children's social care, although any staff member can refer their concerns to Children's Social Care directly. Safeguarding concerns involving any member of staff should go straight to the local Designated Officer (the DO).

Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) an inter-agency assessment will be conducted. These assessments, undertaken by a lead professional (a teacher, special educational needs coordinator, GP, family support worker, and/or health visitor), will identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. See Salford's Multi-Agency Safeguarding Hub information on www.manchesterscb.org.uk

If, at any point, there is a risk of serious harm to a child a referral should be made to Children's Social Care (using contact details for Salford Contact Centre outlined in *Appendix 10: Contact Details*) or 999 immediately, as appropriate. Anybody can make a referral.

Any suspicion that a child has been sexually abused, or is likely to sexually abuse another child (or adult) should be referred immediately to the DSL who will refer the matter to the LA Designated Officer (DO), or the Police, straightaway. However, staff may refer directly to the DO or police (but please inform the DSL if you do so). All allegations should be discussed with the LA Designated Officer (DO) on the day the allegation is made known to the school and advice sought from the DO.

If the child's situation does not appear to be improving, the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

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.

Poor practice includes:

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

Safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in this school.

Safeguarding concerns about non-staff adults in the school should be made to the DSL, or to the Headteacher, the Deputy DSL, (providing the concerns do not relate to any member of the Headteacher's family). Concerns about the Headteacher's family members should go to the Safeguarding Governor; they should go directly to the Safeguarding Governor if they involve any member of staff. Concerns about the Headteacher herself should go to the Safeguarding Governor (not the Chair of Governors who is a relative). The DSL, Deputy DSL or Safeguarding Governor (depending on the subject of complaint) should immediately contact the local Designated Officer (DO).

All staff members may raise concerns directly with **Children's Social Care (using contact details for Salford Contact Centre outlined in *Appendix 10: Contact Details*)**.

For the DSL to raise an early concern regarding a child or a family: contact the Early Help Hub using procedures outlined for Early Help in *Appendix 6: Referral Procedures*.

Multi-Agency Levels of Need and Response Framework

For the DSL to raise a significant concern regarding a child or a family, at Levels of Need 1-4, she will contact the Salford Contact Centre, within 24 hours of the concern being raised, using contact email details outlined in *Appendix 10: Contact Details*.

If the Level of Need is Level 5, the DSL will ring the Salford Contact Centre immediately using **the** phone number outlined in *Appendix 10: Contact Details*.

In an emergency, or if the child is in immediate danger, the DSL will ring 999.

For advice, the DSL should contact the Salford Contact Centre using contact details outlined in *Appendix 10: Contact Details*.

For further information on Levels of Need and Response please see:

SalfordSCB Multi-Agency Levels of Need and Response Framework on the Salford SCB website on www.manchesterscb.org.uk

Salford local Designated Officer (DO): The contact details for the DO can be found in *Appendix 10: Contact Details*.

The school will work with the local Designated Officer as appropriate. The local Designated Officer provides advice and guidance to employers and voluntary organisations (including schools) that have concerns about a person working or volunteering with children and young people who may have behaved inappropriately or where information has been received that may constitute an allegation.

Where the DSL has concerns which can be managed by the school, she should complete and submit an Early Help assessment form (See *Appendix 10: Contact Details* for details).

[For additional advice, the DSL may contact: CCPAS (See *Appendix 10: Contact Details* for details).

All staff members may raise concerns directly with **Children's Social Care** (see Appendix 10)

To make a Safeguarding/Child Protection Referral without going through the DSL or Deputy, a member of staff or volunteer may also contact:

- The NSPCC Helpline: 0808 800 5000
- The NSPCC whistle-blowing helpline: 0800 028 0285
- The Police: 101 to report crime and other concerns that do not require an emergency response; 999 when there is danger to life or when violence is being used or threatened

N.B. The exception to this is in cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police (See FGM section on page **Error! Bookmark not defined.**)

See *Appendix 10: Contact Details* for full contact list

Timescales

An Initial Assessment should be initiated by the DSL or Deputy DSL within 24 hours of receipt of a referral and completed in a minimum of **10 working days**. However the time to complete will depend on the case and the other agencies involved.

An initial assessment is deemed to be completed once the assessment has been discussed with the child and family (or caregivers) and the DSL (or Deputy DSL) has viewed and authorised the assessment.

The initial assessment period may be very brief if the criteria for initiating Local Authority involvement are met, i.e. if it is suspected that the child is suffering, or is likely to suffer, significant harm and a strategy discussion should take place.

Any extension to time-scale should be authorised by the DSL or Deputy DSL, with reasons recorded and any delay must be consistent with the welfare of the child.

See *Appendix 6: Referral Procedures* for referral process.

Child Protection Policy

The Governors recognise that many children and young people today are the victims of neglect, and physical, sexual and emotional abuse, including extremism and radicalisation. Accordingly, the Governors have adopted the policy contained in this document. This policy sets out agreed guidelines relating to the following areas:

- The Prevent Duty
- Definitions of abuse, including neglect and exploitation
- Responding to allegations of abuse, including those made against teachers in the school
- Appointing teachers and assistants
- Supervision of activities and practice issues
- Helping victims of abuse
- Working with offenders
- Safer Recruitment, including the level of DBS checks that will be undertaken for volunteers and trustees

The Prevent Duty

All schools must have due regard to the need to prevent people being drawn into terrorism.
The Government's definition of extremism is:

'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; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

Schools and EYFS providers have a critical part to play.

Safeguarding in the EYFS

The Early Years Foundation Stage (EYFS) places clear duties on providers to keep children safe and promote their welfare. To protect children in our care, we must be alert to any safeguarding and child protection issues in the child's life at home or elsewhere.

As a school and EYFS provider, we:

- Assess the risk of children being drawn into terrorism.
- Demonstrate that we are protecting children and young people from being drawn into terrorism by having robust safeguarding policies.
- Ensure that safeguarding arrangements take into account the policies and procedures of the Manchester Safeguarding Children Board.
- Train staff to provide them with the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas
- Give the children a moral framework and teach them about British values
- Ensure children are safe from terrorist and extremist material when accessing the internet
- The school holds a separate Preventing Extremism and Radicalisation Policy.

The full Government Prevent Strategy can be viewed at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

The full Government Prevent Duty (2015) can be viewed at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

The Role of the Curriculum

The school should work to ensure that students will be skilled and equipped to be resilient and resist involvement in extreme or radical activities. We recognise the need to build resilience in our students to make them less vulnerable.

We provide a broad and balanced curriculum within which we aim to support students and which includes spiritual, moral, social and cultural development (SMSC). SMSC development is promoted through all our subjects and through the ethos of our school where the development of positive attitudes and values is central to all we do.

Values underpinning public life in the UK have been summarised as: democracy, the rule of law, individual liberty, mutual respect, and the tolerance of those with different faiths and beliefs, and none. It is important that our students understand this and we work to achieve it through many different approaches, including through the curriculum. This, from the Pre-School to Level 12 (Y13), supports our students to be and become responsible citizens and it prepares them for adult life, living and working in a Britain which is diverse and changing.

Our goal is to build love, mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We therefore use a curriculum which includes:

- Citizenship programme
- Open discussion and debate (e.g. in Scripture and in Current Affairs)
- Work on anti-violence and a restorative approach addressed throughout the curriculum
- Focused teaching and specific educational programmes

The school will also work with local partners, families and communities in our efforts to ensure our school understands and embraces the local context and the effort in challenging extremist views and to assist in the broadening of our students' experiences and horizons. We will help and support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences, we will ensure that that student is offered mentoring.

Human Rights Act

Being subjected to harassment, violence and or abuse, may breach children's rights, as set out in the Human Rights Act.

Significant Harm

Some children are in need because they are suffering or likely to suffer significant harm. The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children. Decisions about significant harm should be informed by a careful assessment of the child's circumstances and discussion between statutory agencies and with the child and family.

Definitions and Indicators of abuse, neglect and exploitation

Remember children may not feel ready or know how to tell someone they are being abused.

Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others, especially all forms of domestic abuse. Children may be abused in a family or in an institution or community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse can take place wholly online or technology may be used to facilitate abuse.

Children may be abused by an adult or adults, or another child or children.

Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

All staff should be aware of the indicators of abuse, neglect, exploitation and modern slavery, understanding that children can be at risk of harm inside and outside of the school, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital.

Abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label. In most cases, multiple issues will overlap.

Children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their intimate relationships (teenage relationship abuse - including physical, sexual, emotional abuse, and stalking), criminal exploitation (including financial exploitation), serious youth violence, county lines and radicalisation.

Technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline.

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

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

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. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include verbal abuse, such as persistent criticism, belittling, or name-calling as well as not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or

developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child 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.

Sexual Abuse

Involves forcing, causing or inciting a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetration or non-penetrative acts such as masturbation, kissing, rubbing and touching over clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Children can be sexually abused within the family, an institution or a community setting, and are likely to know their abuser. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of the School's policy and procedures for dealing with it. There are specific [offences for children under 13](#), who can never provide valid consent to sexual activity and there are specific offences which make clear that [sexual activity with a child under 16 is an offence](#), **regardless of whether they agreed to it.**

Neglect

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

Specific Safeguarding Issues

The following behaviours and indicators can be signs that children are at risk:

- drug taking and/or alcohol misuse
- unexplained/persistent absences
- serious violence, criminal exploitation (including county lines), radicalisation
- consensual and non-consensual making or sharing of nudes or semi-nudes

Child-on-child abuse (including harassment and violence)

All staff to be aware that children can abuse other children ('child-on-child abuse'), both inside and outside of school and online.

All staff should be clear on the School's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding to it.

All staff should recognise that racism, faith-targeted abuse, and other forms of discriminatory behaviour may have a significant impact on a child's welfare, wellbeing and sense of safety and should be considered within safeguarding practices as appropriate.

All staff should understand that even if there are no reports of it, it does not mean it is not happening. It may be that abuse is not being reported and so when staff have **any** concerns regarding child-on-child abuse (whether have on or off-site) they should speak to the DSL or the DDSL. Be alert to when children might

be at highest risk around the school day (for example immediately after school).

All staff must understand the importance of challenging inappropriate/abusive behaviours between children, Do not downplay certain behaviours, do not dismiss sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys”. This can lead to a culture of unacceptable behaviour, misogyny, an unsafe environment for children, even a culture that normalises abuse, leading children to accept it as normal and not reporting it.

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

All staff should know that child-on-child abuse is preventable and that timely, evidence-based support is key to preventing children from going on to commit abuse or violence.

The school aims to be a safe place for students.

They are taught to keep themselves and others safe in consistent and embedded Relationships Education, RSE and character training.

All students are taught who the DSL is and know to contact her if there is a problem.

They are also given telephone numbers to report problems, including the NSPCC dedicated phone line: **0800 136663**, which is posted in the entrance hall. If a student reports anything, their concerns are recorded, logged on the safeguarding tablet and taken seriously, following usual safeguarding procedures.

Child-on-child abuse includes, but is not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- discriminatory behaviour (including racism, faith-targeted abuse, and other prejudice-based incidents)
- abuse in intimate personal relationships between children (aka ‘teenage relationship abuse’),
- physical abuse (e.g. hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; possible online activity which facilitates, threatens and/or encourages physical abuse)
- serious physical assault and harm, or the threat of harm with a weapon,
- sexual violence, e.g. rape, assault by penetration and sexual assault; possible online activity which facilitates, threatens/encourages sexual violence),
- sexual harassment, e.g. sexual comments, remarks, jokes and online sexual harassment, either standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch self sexually, or to engage in sexual activity with a third party,
- consensual and non-consensual making or sharing of nudes and semi-nudes
- upskirting, typically taking a picture under a person’s clothing without their permission, to view their genitals or buttocks, for gratification or to cause humiliation, distress, or alarm
- initiation/hazing violence and rituals (e.g activities involving harassment, abuse or humiliation to initiate a person into a group; may include an online activity).

The next section is based on: *Practitioner Briefing: What is child on child abuse? Misunderstood Partnership (2015)*.

Child-on-child abuse

- features physical, emotional, sexual and financial abuse or exploitation of young people by their peers
- can impact any young person, although the characteristics/experiences of some can be exploited by their peers, or missed by services, making them more vulnerable to abuse than others
- is influenced by the nature of the environments in which young people spend their time – home, school, peer group and community – and is built on notions of power and consent. Power imbalances related to gender, social status within a group, intellectual ability, economic wealth, social marginalisation, etc. can all be used to exert power over another child
- can affect any child or young person, and sometimes vulnerable children are targeted. For example:

- those living with domestic abuse or intra-familial abuse
- young people in care
- those who have experienced bereavement through the loss of a parent, sibling or friend
- black and minority ethnic children are under-identified as victims but are over-identified as perpetrators
- those with SEND
- hinges upon young people's experiences of power, and ultimately the notion of consent
- concepts of abuse are built upon notions of 'power' and therefore 'consent', not to be confused with the age of consent to sexual activity:
 - young people over the age of consent (16 and 17 year olds) can be abused by their peers
 - many young people who abuse their peers are themselves below the age of consent
- abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up"
- both girls and boys experience abuse, but they are likely to experience it differently, i.e. girls being sexually touched/assaulted, boys being subject to homophobic taunts/initiation/hazing type rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group
- involves someone who abuses a vulnerability or power imbalance to harm another and have the opportunity to do so or are in an environment where this is possible.
- While perpetrators of child-on-child abuse pose a risk to others, they are often victims of abuse themselves

Action on serious concerns

Child on child abuse must be taken as seriously as abuse perpetrated by an adult. The school will address it through the same processes as any safeguarding issue. Children who abuse others are also likely to have considerable welfare and safeguarding issues themselves.

In all cases any member of staff with a concern should discuss it with and seek advice from the DSL.

When an allegation is made by a student against another student, members of staff should consider if the issues raised indicate that the child and/or alleged perpetrator may have emerging needs, complex/serious needs, or child protection concerns.

Any suspicion or allegation that a child has been sexually abused or is likely to sexually abuse another child (or adult) should be referred immediately to the DSL, who will refer to the local Designated Officer (DO) or the Police straightaway. Staff may refer directly to the DO or police, (but must inform the DSL if they do so).

All such allegations should be discussed with the Manchester Designated Officer (DO) **on the day** on which the allegation is made known to the school, and advice sought from the DO.

Particular considerations for cases where child on child abuse is a factor include:

- What is the nature, extent and context of the behaviour including verbal, physical, sexting and/or online abuse? Was there coercion, physical aggression, bullying, bribery, or attempts to ensure secrecy? What was the duration and frequency? Were other children and /or adults involved?
- What is the child's age, development, capacity to understand and make decisions (including anything that might have had an impact on this i.e. coercion), and family and social circumstances?
- What are the relative chronological and developmental age of the two children and are there any differentials in power or authority?
- Is the behaviour age appropriate or not? Does it involve inappropriate sexual knowledge or motivation?
- Are there any risks to the child themselves and others i.e. other children in school, in the child's household, extended family, peer group, or wider social network?

Further Resources on child on child pressure can be found at:

<http://www.msunderstood.org.uk/assets/templates/msunderstood/style/documents/MSUPB01.pdf>

Child criminal exploitation (CCE) and child sexual exploitation (CSE)

Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. This can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group.

CCE and CSE can affect children, male and female, and can include children who have been moved (aka 'trafficked') to exploit. This may constitute modern slavery. Further information is available in the [Modern Slavery statutory guidance](#). A relevant child protection and modern slavery referral should be completed where a potential victim of CCE or CSE is identified.

Child criminal exploitation (CCE)

Some forms of CCE include forcing or manipulating children into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing, committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation; perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. Children (particularly older children) who are criminally exploited should have their vulnerabilities recognised by adults and should be treated as victims.

It is not possible for a child to consent to be exploited, abused or trafficked, and they may not recognise it is happening to them.

NB:

the experience of girls who are criminally exploited can be very different from boys. The indicators may not be the same, but girls are at risk of criminal exploitation too.

Both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child sexual exploitation (CSE)

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

CSE can occur over time or be one-off and may happen without the child's immediate knowledge, e.g. through others sharing videos or images of them on social media.

CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. It can be committed by an individual or an organised network. Most sexual abuse is committed by those previously known to the victim. Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship. As with CCE, victims are not always recognised and can be criminalised for actions they take under coercion. Professionals continue to encounter cases where children are manipulated, groomed, and exploited without fully understanding the abuse they are experiencing.

AI CSAM Abuse There is an alarming rise in the use of AI to generate nude and sexually explicit images of children.

AI-generated imagery depicting child sexual abuse will be treated with the same urgency, care, and safeguarding response as any other form of child sexual abuse material. All forms of CSAM, regardless of how they are created, carry significant legal and emotional consequences. This AI-generated content is illegal in the UK and is treated the same as any other sexual abuse imagery of children, even if the imagery isn't photorealistic. Child-on-child AI generated CSAM abuse will be treated in the same way as other sexual abuse. AI generated- CSAM is **illegal** and **rapidly growing**. It will be treated as a serious child protection issue: we will always report it and support affected students.

Responding to an incident of AI CSAM should be treated with the same level of care, urgency and safeguarding response as any other incident involving child sexual material.

1. Report it to the DSL.
2. Follow our Child Protection and Safeguarding Policies.
3. Do not share, download or save the content even for reporting purposes. Viewing such imagery depends on the DSL's permission to do so.
4. The DSL will never copy, print, share store or save the material. It is illegal to do so.
5. Encourage the young person not to delete anything that could be used in evidence: messages, images, videos, user names and urls.
6. Report it to the site, app or network hosting it.
7. Report it to the Police. Call 101, or 999 if you believe the child is in immediate danger.
8. Consider Wellbeing Support as with any case of CSA, victims may need support to manage the emotional or psychological impact.
9. The DSL should make victims aware of the support available in our setting and locally.

The school will see that appropriate sanctions are applied to the perpetrator, taking into account the level and type of abuse and appropriate support will be given to both the victim and the perpetrator.

Further information:

Sharing nudes and semi-nudes: [how to report an incident.gov.uk](https://www.ncsc.gov.uk/information/how-to-report-an-incident)

Sharing nudes and semi-nudes: advice for education settings working with children and young people. [in your setting.](#)

Children and young people can use the [Report Remove](#) tool from the IWF and Childline to report AI-CSAM that has been shared or might be shared online.

Children Missing from Education (CME)

A child missing from education, particularly on repeat occasions, is a potential indicator of abuse, exploitation or neglect. Follow the School's procedures. The school has a Child Missing from Education policy.

Domestic Abuse

A wide range of behaviours, from a single incident to a pattern of incidents. It can include: psychological, physical, sexual, financial or emotional abuse. Children can be victims of domestic abuse: they may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, and ability to learn.

Female Genital Mutilation (FGM)

Female Genital Mutilation (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.

All staff should speak to the DSL/DDSL about any concerns over FGM, teachers have a specific **legal duty**. If a teacher discovers that FGM appears to have been carried out on a girl under 18, the teacher **must** report this to the police. See the school's FGM policy.

Staff must personally report to the police a disclosure that FGM has been carried out (as well as liaising with the DSL). The school must report all cases and suspected cases to the police.

Use either, 'Multi-Agency Statutory Guidance on Female Genital Mutilation' (CEE MOD) or

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

Where there is a risk to life or likelihood of serious immediate harm professionals should report the case immediately to the police, **usually using 101**, but dialling 999 if appropriate.

Where there is only suspicion, or a risk, or a parent discloses it has been carried out, they will be referred to Children's Social Services. Mandatory reporting requirement does not apply.

Where a child has told the member of staff or the member of staff has evidence that it has been carried out, then the professional who initially identified FGM is required by law to make a report to the police on 101.

Provide:

Girl's name, date of birth and address; your contact details; contact detail of your Safeguarding Lead

Record all decisions/actions. Be prepared for police officer to call you back. Best Practice is to report before close of next working day. Update the DSL.

(<https://www.manchestersafeguardingpartnership.co.uk/gmsp-female-genital-mutilation-procedures-n-433>)

The DSL is trained on FGM via the Home Office Virtual College and through the Manchester Safeguarding Partnership. All staff must read the FGM policy.

Forced Marriage

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to persuade them into marriage. Threat can be physical, emotional and psychological. The lack of free and full consent can be where a person does not or cannot consent. Nevertheless some communities use the weight of religion and culture as a way to coerce a person into marriage. Schools and colleges can help to safeguard children from forced marriage. The school can either use the multi-agency guidelines on handling cases of forced marriage, or for advice or information contact: 020 7008 0151, or fm@fco.gov.uk.

Honour Based Violence

All forms of Honour Based Violence (HBV) are abuse regardless of motivation, including Female Genital Mutilation, Breast Ironing and Forced Marriage. They should be handled and escalated as such; report to the DSL who will activate local safeguarding procedures, using their protocols for multi liaison with police and social care.

Organised Abuse

Organised abuse is sexual abuse where there is more than a single abuser and the adults concerned appear to act in concert to abuse children and/or where an adult uses an institutional framework or position of authority to recruit children for sexual abuse.

Learners with SEN and Disabilities

- Disabled children have an equal right to protection from abuse.
- Disabled children are at significantly greater risk of physical, sexual and emotional abuse, exploitation and neglect than non-disabled children
- Disabled children at greatest risk of abuse are those with behaviour/conduct disorders.
- Other high-risk groups include children with learning difficulties/disabilities, children with speech and language difficulties, children with health-related conditions and deaf children.
- Disabled children are more likely to be abused by someone in their family compared to non-disabled children. Most are abused by someone who is known to them.
- Bullying is a feature in the lives of many disabled children
- Disabled children are more likely to experience the negative aspects of social networking sites than non-disabled children
- Disabled children (and severely disabled children even more so) may disclose less frequently and delay disclosure more often.
- Disabled children are most likely to turn to a trusted adult they know well for help such as family, friend or teacher.

LGBTQ+ pupils These children need to be able to speak out or share their concerns with members of staff. However, the school may not aid in transition, including social transition. The toilets are assigned according to biological sex.

Mental health

Justine Golamhossen in the Mental Health Lead but:

All staff should be aware that mental health problems can, in some cases, develop into safeguarding concerns, such as self-harm, suicidal ideation, or risk of suicide. They could be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.

Education staff however may identify those whose behaviour suggests a mental health problem or risk of one. For those children who self harm, make plans to end their life or have an eating disorder, there are often warning signs which could include:

- significant changes in behaviour
- difficulty sleeping
- withdrawing from social situations
- not wanting to do things they usually like
- physical signs of self-harm or self-neglect.

Not every child who exhibits these behaviours is suicidal or has a mental health issue.

However, school staff can identify children who may be struggling with their mental health or contemplating suicide and be able to offer support and vital early intervention.

Any intervention the School offers need to be evidenced as safe, effective and appropriate for the need and phase of education.

If staff have a concern about a child's mental health that is also a safeguarding concern, they should speak to

The DSL/DDSL. If staff feel that a child is in danger, they should call 999 or arrange for them to be taken to A&E immediately by a parent/carers or other suitable person. If a child needs help urgently for their mental health, but it's not an emergency, staff can get help from NHS 111 online or call 111 and select the mental health option.

Serious violence

Serious violence is a continuing safeguarding concern. It may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and can be associated with CCE. Staff should report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the DSL/DDSL. The DSL should assess the risk to both the individual pupil and others in the school, consider wider information/concerns, and take appropriate action. They should put in place a safety and support plan, and if relevant, consider action to de-escalate peer conflict.

Schools play a key role in protecting children from violence, safeguarding victims, as well as those who may be at risk of, or are involved in committing violence (who may also be victims themselves).

Staff should be alert to signs that a child may be at risk of or involved in serious violence. These risks are higher for children with disrupted education (e.g. suspensions, permanent exclusions, time in alternative provision) or a history of offending.

Be alert to when children might be at highest risk around the school day (e.g., immediately after school).

Further information on indicators, risk factors, and protective actions relating to serious violence is in KCSIE 2026, Annex A.

Early, evidence-based support for those considered at risk, as well as at critical points when concerns emerge, is vital. This includes access to trusted adults, social and emotional skill support, and, if possible, targeted interventions such as mentoring or therapeutic support.

Guidance on evidenced support from the [Youth Endowment Fund \(YEF\)](#) (centre for preventing violence).

DSL s can find further guidance on referrals and when to contact the police in KCSIE 2026 Annex B.

Staff Response to all forms of abuse

NB Data protection laws do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. Check with the DSL and DDSL. Fears about sharing information **must not** be allowed to stand in the way of safeguarding and promoting the welfare of children.

Explain to children that the law is in place to protect rather than criminalise them.

Staff need understanding of intra-familial harms, and to support siblings following incidents.

The school needs to be part of discussions with statutory safeguarding partners.

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime, such as, increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries, unexplained gifts or new possessions may indicate involvement with criminal networks/gangs.

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

Safeguarding is taught as part of the curriculum. Children also play a large part in keeping themselves and their peers safe from abuse, exploitation and neglect. An age-appropriate curriculum is rolled out in school to build capacity into the students to understand and take appropriate action.

Relationships Education, RSE and many aspects of PHSE are part of the curriculum throughout the school. Students are taught to understand the issue and meaning of consent as delivered in the RSE curriculum.

Students need to be made aware of what constitutes unreasonable pressure from peers to engage in risk-taking or inappropriate behaviour, and of how to report concerns. Allegations of abuse by a peer will be treated as seriously as from an adult. It should never be dismissed as normal behaviour.

All allegations of abuse and neglect, whether suspected or known will be treated seriously and in appropriate confidentiality. Abuse is abuse and should never be tolerated or dismissed as normal behaviour. We will respond and manage any reports of sexual violence/harassment in line with guidance in KCSIE 2026.

Allegations of child-on-child abuse will be recorded on the DSL's form.

The process for investigating and dealing with a disclosure will follow safeguarding procedures: the student will be believed until proved mistaken, taken seriously and noted. The situation will be addressed in a timely and appropriate manner and followed up. Repeat offending will be pursued and patterns noted. Appropriate action will be taken on a case-by-case basis.

Victims will be supported by being listened to, taken seriously, having their concerns acted upon and being protected from reprisals. Issues will be addressed with the support of the Safeguarding Governor where necessary, who comes in regularly.

Their wishes and feelings are taken into account when determining what action to take and what services to provide.

1. When incidents of sexual violence and sexual harassment occur, the school's response is ultimately decided on a case-by-case basis, with the DSL taking the lead role, using their professional judgment. Incidents of bullying will be dealt with via the school's anti-bullying policy and/or behaviour policy. Incidents which take place outside of school may need to be addressed in school, however staff need to be clear that where professional advice needs to be sought from external partners, it will be. The school's DSL will consult children's social care on matters relating to the safety and welfare of a child and will consult the police in respect of matters relating to a possible crime. The school will put a proportionate and supportive package of care in place for those affected, the victim and the perpetrator.
2. Sexual violence and sexual harassment is never acceptable and will not be tolerated.
3. All concerns, discussions, decisions and reasons for decisions will be recorded.

The school adopts the UK Council for Child Internet Safety guidance 'Sharing nudes and semi-nudes: How to respond to incidents and safeguarding young people' in respect of our response to sexting.

What staff should do if they have concerns about a child

If staff have **any concerns** about a child's welfare, they should act on them **immediately** and speak to the DSL/DDSL.

Staff should maintain an attitude of '**it could happen here**'.

Staff should always act in the **best interests** of the child.

Options for the school include:

- manage any support for the child internally via our pastoral support processes, where doing so does not

put the child at additional risk. Decide whether the DSL/DDSL should inform parents or carers.

- Family Help assessment
- Refer to Salford Bridge Partnership if, for example, the child could be in need/is in need or is suffering/likely to suffer harm.
Contact the police.

Statutory children's social care assessments and services

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to Salford children's social care via the Bridge Partnership, or if appropriate to the police, is made immediately, providing as much information as possible in the referral process to allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

(see [when to call the police: guidance for schools and colleges \(npcc.police.uk\)](https://www.npcc.police.uk/guidance-for-schools-and-colleges))

The DSL

The DSL/DDSL should always be available to discuss safeguarding concerns. If exceptionally they are not, this should not delay appropriate action being taken. Staff should consider speaking to a member of the SLT and/or take advice from Salford's children's social care. Any action taken should be shared with the DSL/DDSL as soon as possible.

The school will implement robust cover arrangements for periods when the DSL is unavailable due to illness, leave or other circumstances.

Arrangements could include a confidential shared mailbox or similar system to make sure safeguarding concerns are received, monitored and acted on without delay.

Staff

Staff should not assume a colleague or another professional will take action; they should remember that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to the social services.

School Policies

School processes and procedures are outlined in the following policies:

- School Behaviour Policy
- Anti-Bullying Policy
- Absence Policy
- Relationships Education Policy and Relationships and Sex Education Policy

The school will also act to minimise the risk of child-on-child abuse by ensuring a safe environment, and by promoting positive standards of behaviour. The school has effective systems in place where children can raise concerns, via the DSL, and provides safeguarding training through the curriculum via PSHEE and other opportunities. This may include targeted work with children identified as vulnerable or being at risk and by developing risk assessment and targeted work with those identified as being a potential risk to others.

The school also has a School Council, held on Wednesdays after assembly, where students are encouraged to speak freely, and shown how to look at matters positively. This is usually taken by the Senior Prefect/Head students; student ideas, requests and concerns are fed back to the Headteacher.

The school in addition uses a *PACE, Christians, Tolerance and Love*, to train students; this has an additional page devoted to Prevent, written together with the senior students.

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. With their safeguarding partners and any relevant agencies, they should develop, agree and publish local protocols for assessments and support.

Children suffering or likely to suffer significant harm

Within one working day of a referral being made, a local authority social worker should acknowledge its 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,
- any services are required by the child and family and what type of services,
- the child is in need and should be assessed under section 17 of the Children Act 1989. See [Working Together to Safeguard Children](#).
- 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. See [Working Together to Safeguard Children](#).
- further specialist assessments are required to help the local authority to decide what further action to take.

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

If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment, supported by the DSL/DDSL as required.

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.

Community-based Early Help assessment

If a child does not require statutory children's services, the DSL/DDSL will generally lead the liaison with other agencies and set up an inter-agency assessment as appropriate.

Staff may be required to support other agencies and professionals in carrying out this assessment, in some cases acting as the lead practitioner. Further guidance on effective assessment of the need for Family Help can be found in [Working Together to Safeguard Children](#). Any such cases should be kept under constant review and consideration given to a referral to Salford children's social care for assessment for statutory services if the child's situation does not improve/gets worse.

Record keeping

All concerns, discussions decisions made, and the reasons for those decisions, should be recorded in writing. This will also help if/when responding to any complaints about the way a case has been handled by the school. Information should be kept confidential and stored securely. Keep concerns and referrals in a separate child protection file for each child.

Records **should** include:

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

If in doubt about recording, staff should discuss with the DSL/DDSL.

It is important for children to receive the right help at the right time to address safeguarding risks, prevent issues escalating and to promote children's welfare.

Research and local child safeguarding practice reviews have repeatedly shown the dangers of failing to take effective action.

Examples of 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 with the right people within and between agencies,
- sharing information too slowly, and
- a lack of challenge to those who appear not to be taking action.

What staff should do if they have a safeguarding concern/an allegation about another staff member

The School has processes and procedures in place for staff to report concerns or allegations and to manage any safeguarding concern or allegation (no matter how small) about staff members (including supply staff, trainee teachers, volunteers, and contractors).

If staff have a safeguarding concern or an allegation of harming or posing a risk of harm to children is made about another member of staff (including supply staff, trainee teachers, volunteers, and contractors), then:

- this should be referred to the headteacher, who will consider whether an onward referral to the LADO is required,
- where there is a concern/allegation about the headteacher, this should be referred to the Chair of Governors
- if the concern/allegation is about the headteacher, where there is a conflict of interest in reporting the matter to the headteacher, this should be reported directly to the LADO.

If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, trainee teachers, volunteers or contractors) that does not meet the harm threshold, then this should be shared with the DSL/DDSL to consider whether monitoring or further action by the Headteacher is needed.

The school must make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. This is a legal duty and failure to refer when the criteria are met is a criminal offence.

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

What staff should do if they have concerns about safeguarding practices within the school

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding provision and know that such concerns will be taken seriously by the SLT.

See the School's Whistleblowing Policy.

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, the [NSPCC Whistleblowing Advice Line](https://www.nspcc.org.uk/advice-and-support/child-abuse-and-neglect/whistleblowing) is available. Staff can call 0800 028 0285 – from 08:00 to 20:00 Monday to Friday, and 09:00 to 18:00 at weekends. The email is help@nspcc.org.uk.

County Lines

'County lines' is the Police term for urban gangs supplying drugs to suburban areas and market and coastal towns. It is a form of criminal exploitation often characterised by gangs using children and vulnerable people to move drugs and money in the belief that they are less likely to be stopped and searched.

County Lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons. The response required involves the Police, the National Crime Agency, a wide range of government department, local government agencies, voluntary and community sector organisations.

The Children's Society has produced a toolkit for working with children and young people trafficked for the purpose of criminal exploitation in relation to County Lines.

Signs to look out for:

- Sudden changes in their lifestyle
- Persistently going missing from school or home or being found out of area
- Unexplained acquisition of money, clothes or mobile phones
- Excessive receipt of texts or phone calls
- Relationship with controlling/older individuals or groups
- Leaving home/care without explanation
- Suspicion of physical assault/unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school performance
- Gang association or isolation from peers or social network
- Self-harm or significant changes in emotional well-being.

Modern Slavery

Modern slavery encompasses slavery, servitude, forced and compulsory labour and human trafficking. Traffickers and slave drivers coerce, deceive and force individuals against their will into a life of abuse, servitude and inhumane treatment.

Reporting

There is a duty on schools and other public authorities to notify the Home Office where modern slavery is encountered.

See MSP Modern Slavery Response.

Child Trafficking and Exploitation

Child Trafficking is Child Abuse. Children are trafficked for:

- Sexual abuse
- Benefit fraud
- Forced marriage
- Domestic servitude such as cleaning, childcare, cooking
- Forced marriage in factories or agriculture
- Criminal activity such as pick pocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs, bag theft. This may involve County Lines.

Independent child trafficking advocates

Independent child trafficking advocates (ICTAs) are professionals who support children who have potentially been trafficked. The role of the ICTA is outlined in Section 48 of the Modern Slavery Act 2015, and the interim guidance, [Child trafficking advocates: early adopter sites](#), issued by the Government.

All local authorities in Greater Manchester are early-adopter sites. All children identified as potentially trafficked in these areas must be referred to Barnado's ICTAs Service. An ICTA will make contact with the child within 24 hours. Making a referral quacking could support reduction in missing children and re-trafficking.

To make a referral

Call the 24/7 Referral Line 0800 043 4303. The ICTA Service will support you in making the referral over the phone.

Further details can be found in the *Independent Child Trafficking Advocate Service* leaflet issued by Barnado's. For more information see the MSP Child Trafficking Resource.

Radicalisation and Violent Extremism

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability, which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

Honour-Based Abuse

So-called 'honour-based' abuse (HBA) 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 HBA 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 HBA, or already having suffered HBA.

Some common triggers for HBA include:

- Refusing an arranged marriage
- Having a relationship outside the approved group
- Loss of virginity
- Pregnancy
- Spending time without the supervision of a family member
- Reporting domestic violence

Actions

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, 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 multi-agency 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** that requires a different approach

According to the [Metropolitan Police Service](#), an honour-based crime might be committed against someone who:

- becomes involved with a boyfriend or girlfriend from a different culture or religion;
- wants to get out of an arranged marriage;
- wants to get out of a forced marriage;
- Wears clothes or takes part in activities that might not be considered traditional within a particular culture.

The perceived immoral behaviour which could precipitate a murder includes:

- Inappropriate make-up or dress;
- The existence of a boyfriend;
- Kissing or intimacy in a public place;
- Pregnancy outside of marriage;
- Being a victim of rape;
- Inter-faith relationships.
- Children sometimes truant from school to obtain relief from being policed at home by relatives. They can feel isolated from their family and social networks and become depressed, which can on some occasions lead to self-harm or suicide.
- Families may feel shame long after the incident that brought about dishonour occurred, and therefore the risk of harm to a child can persist. This means that the young person's new boy/girlfriend, baby (if pregnancy caused the family to feel 'shame'), associates or siblings may be at risk of harm.

'Honour-based Abuse' is intended to 'protect or defend family honour' by preventing and punishing a person's violations of family or community 'norms'. A child who is at risk of honour-based abuse is at significant risk of physical harm (including being murdered) and/or neglect and may also suffer significant emotional harm through the threat of abuse or witnessing abuse directed towards a sibling or other family member.

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

See KCSIE 2024 for advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools, and links to other resources.

Other Safeguarding Issues

Staff need to be aware of the following specific issues. The school holds policies on those marked with an asterisk.

Guidance and practical support on these specific safeguarding issues will be sought from expert and professional organisations, if and when needed, using the NSPCC and gov.uk websites:

- bullying including cyberbullying * – see Appendix 5, *Online (e-Safety) and Data Protection Policy*
- domestic violence
- drugs*
- fabricated or induced illness
- faith abuse
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate – see our Anti-Bullying Policy*
- private fostering
- sexting – see *Appendix 4: Youth-Produced Sexual Imagery Policy**
- teenage relationship abuse
- trafficking
 - Homelessness: Advice on homelessness can be found in KCSIE 2024 or Annex A
 - Children with SEND (See KCSIE 2024)
 - Children who need a social worker (Child in Need and Child Protection Plans) (See KCSIE 2024)
 - Looked after children and previously looked after children (See KCSIE 2024)
 - mental health: Children requiring mental health support (See KCSIE 2024)

Links to **Additional Advice and Support** may be found in KCSIE 2024, which signpost schools towards further information on specific safeguarding issues.

Equality legislation

Staff need to be conscious that pupils with protected characteristics may be more at risk of harm.

- must not unlawfully discriminate against pupils because of their protected characteristics
- must consider how they are supporting pupils with protected characteristics
- must take positive action, where proportionate, to deal with the disadvantages these pupils face.

e.g.

a) make reasonable adjustments for disabled children

b) support girls if there is evidence they are being disproportionately subjected to sexual violence or harassment.

The following has been written using information supplied by The Churches Child Protection Advisory service (CCPAS):

Recognising and Responding to Abuse

The following signs may or may not be indications that abuse has taken place, but the possibility should be considered.

Physical Signs of Abuse

- Any injuries not consistent with the explanation given for them.
- Injuries that occur to the body in places that are not normally exposed to falls, rough games, etc.
- Injuries which have not received medical attention
- Neglect – under nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, inadequate care, etc.
- Reluctance to change for, or participate in games or swimming
- Repeated urinary infections or unexplained tummy pains
- Bruises, bites, burns, fractures etc. which do not have an accidental explanation
- Cuts/ scratches/ substance abuse

Indicators of Possible Sexual Abuse

- Any allegations made by a child concerning sexual abuse
- Any allegations made by a child concerning female genital mutilation
- Child with excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour, or who regularly engages in age-inappropriate sexual play
- Sexual activity through words, play or drawing
- Child who is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations
- Eating disorders – anorexia, bulimia

Emotional Signs of Abuse

- Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging. Also depression/ aggression, extreme anxiety
- Nervousness, frozen watchfulness
- Obsessions or phobias
- Sudden under-achievement or lack of concentration
- Inappropriate relationships with peers and/ or adults
- Attention-seeking behaviour
- Persistent tiredness
- Running away/ stealing/ lying

What to do if you suspect that abuse may have occurred

You must report concerns as soon as possible to the DSL, **Beccy Judson**, (the Co-ordinator), who is nominated by the Governors to act on their behalf in referring allegations or suspicions of neglect or abuse to the statutory authorities. She may also be required by conditions of the School Insurance Policy to immediately inform the Insurance Company. In the absence of the DSL, the matter should be brought to the attention of **Brenda Lewis** (Deputy DSL/Deputy Co-ordinator). In all circumstances, telephone Beccy Judson using contact details in *Appendix 10: Contact Details*.

If the suspicions in any way involve the DSL or Deputy DSL, then the report should be made to the Safeguarding Governor, Dr Bamidele Oyebande, who should contact the local Designated Officer (DO).

In all cases where staff members, the Headteacher or governors are involved, the local Designated Officer (DO) should be directly contacted. The DO may be contacted by using the MCC DO Referral Form. The referral

form should be emailed to contact email outlined in *Appendix 10: Contact Details*. In all other cases, the Manchester Contact Centre may be contacted using details outlined in *Appendix 10: Contact Details*.

Suspensions will not be discussed with anyone other than those nominated above.

Staff should only involve those who need to be involved when a child tells them he/she is being abused or neglected.

It is, of course, the right of any individual as a citizen to make direct referrals to the child protection agencies or seek advice from a reputable safeguarding agency, although we hope that members of the school will use this procedure. If, however, you feel that the DSL or Deputy DSL have not responded appropriately to your concerns, then it is open to you to contact the relevant organisation direct. By making this statement we intend to demonstrate the commitment of the school to effective child protection.

Allegations of Physical Injury or Neglect

If a child has a physical injury or symptom of neglect, the DSL will:

- 1 Contact the Manchester Contact Centre for advice in cases of deliberate injury or where concerned about the child's safety. The school in these circumstances should not inform the parents.
- 2 Where emergency **medical attention is necessary it will be sought immediately. The DSL will inform the doctor** of any suspicions of abuse.
- 3 In other circumstances speak with the parent/carer and suggest that medical help/attention be sought for the child. The doctor (or health visitor) will then initiate further action, if necessary.
- 4 If appropriate, the parent/carer will be encouraged to seek help from the Manchester Safeguarding Board.
- 5 Where the parent/carer is unwilling to seek help, if appropriate, the DSL will offer to go with them. If they still fail to act, the DSL should, in cases of real concern, contact Manchester Safeguarding Partnership for advice.

Allegations of Sexual Abuse

In the event of allegations or suspicions of sexual abuse, the DSL will:

- 1 Contact the Police Child Protection Team directly. The DSL will NOT speak to the parent (or anyone else).
- 2 If, for any reason, the DSL is unsure whether or not to follow the above, then advice from the Manchester Contact Centre will be sought and followed.
- 3 Under no circumstances will the DSL attempt to carry out any investigation into the allegation or suspicions of sexual abuse. The role of the DSL is to collect and clarify the precise details of the allegation or suspicion and to provide this information to the Manchester Contact Centre whose task it is to facilitate an investigation into the matter under Section 47 of the Children Act 1989.
- 4 Whilst allegations or suspicions of sexual abuse will normally be reported to the DSL, the absence of the DSL or Deputy DSL should not delay referral to the Manchester Contact Centre.
- 5 Exceptionally, should there be any disagreement between the person in receipt of the allegation or suspicion and the DSL or Deputy DSL as to the appropriateness of a referral to the Salford Contact Centre, see Salford.gov.uk, that person retains a responsibility as a member of the public to report serious matters to the Salford Contact Centre, and should do so without hesitation
- 6 The Governors will support the DSL or Deputy DSL in their role, and accept that any information they may have in their possession will be shared in a strictly limited way on a need to know basis.

How to respond to a child wanting to talk about abuse

It is not easy to give precise guidance, but the following may help

General Points

- Show acceptance of what the child says (however unlikely the story may sound)
- Keep calm
- Look at the child directly
- Be honest
- Tell the child you will need to let someone else know – don't promise confidentiality
- Even when a child has broken a rule, they are not to blame for the abuse
- Be aware that the child may have been threatened or bribed not to tell
- Never push for information. If the child decides not to tell you after all, then accept that and let them know that you are always ready to listen

Helpful things you may say or show

- "I believe you"
- Show acceptance of what the child says
- "Thank you for telling me"
- "It's not your fault"
- "I will help you"

Do not say

- "Why didn't you tell anyone before"
- "I can't believe it!"
- "Are you sure this is true?"
- Never make false promises
- Never make statements such as "I am shocked, don't tell anyone else"

Do not ask leading questions or 'interrogate'

Instead ask questions such as:

Who: *"Tell me who was there when this happened?"*

What: *"Can you tell me more about what happened?"*

When: *"Can you tell me when this happened?"*

Where: *"Can you describe to me where this happened?"*

How: *"Can you explain to me how this happened?"*

Concluding

- Again reassure the child what you are going to do next and that you will let them know what happens (you might have to consider referring to the Salford Contact Centre or the Police to prevent a child or young person returning home if you consider them to be seriously at risk of further abuse)
- Contact the DSL/Deputy DSL or contact the Salford Contact Centre/ Police/ NSPCC
- Consider your own feelings and seek pastoral support if needed.

What to do once a child has talked to you about abuse

The Procedure

- Make notes as soon as possible (preferably within one hour of the child talking to you), writing down exactly what the child said and when she/he said it, what you said in reply and what was happening immediately beforehand (e.g. a description of the activity). Record dates and times of these events and

when you made the record. Keep all hand written notes, even if subsequently typed. Such records should be kept safely for an indefinite period.

Use the form *“Responding to abuse – worker’s action sheet”*.

Report your discussion as soon as possible to the DSL, within one hour if possible. If the DSL cannot be contacted, speak to the Deputy DSL (Headteacher). If the DSL is implicated, report to the Deputy DSL. If both are implicated, report to the Safeguarding Governor, who should contact the local Designated Officer.

The DSL will report the matter as soon as possible, but within one day. If it’s below Level 5 (i.e. Level 1-4), she will report to the Salford Contact Centre by email address using contact email details outlined in *Appendix 10: Contact Details*.

If it is Level 5, she will immediately ring the Contact Centre, using details outlined in *Appendix 10: Contact Details*.

- You should not discuss your suspicions or allegations with anyone other than those nominated.
- Once a child has talked about abuse the DSL should consider whether or not it is safe for a child to return home to a potentially abusive situation. On rare occasions, it might be necessary to take immediate action to contact the Salford Contact Centre and/ or Police to discuss putting into effect safety measures for the child so that they do not return home.

Working With Offenders

The Governors in their commitment to the protection of all children will meet with the individual and discuss boundaries that the person will be expected to keep.

Offenders will be expected to sign a contract stipulating boundaries and this will involve the person’s family and partner who will need to be informed.

HELPING VICTIMS OF ABUSE – THE CHILD’S WISHES

As a Christian school, we are committed to supporting victims of abuse, and encouraging them in their faith. The school will ensure the child’s wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback. Staff members should not promise confidentiality to the child and always act in the **best interests** of the child.

Arrangements for Supervision of Group/Children’s Activities

Practical Issues

- A register of children or young people attending the activity should be kept, and a register of helpers.
- A log of each activity, recording any unusual events with each teacher/assistant recording what they witnessed should be kept.
- Incidents such as fights and what action the teacher/assistant took should be recorded in the logbook.
- Accidents and injuries should be recorded in a separate accident book and parents and older children should be asked to **sign this**.
- No person under 16 years of age should be left in charge of any children of any age. Nor should children or young people attending school be left alone at any time.

Boundaries

- All staff members should treat all children/young people with dignity and respect in attitude, language used and actions.
- Respect the privacy of children, avoid questionable activity.

- If you invite a child to your home, ensure this is with **the knowledge of the Headteacher** and that a parent is aware.
- Ensure that all transport arrangements have parental approval and are with the knowledge of the leadership.
- Only staff members assigned to a group should be allowed into rooms. Other adults should not have free access. Ensure you note anybody else who is there for a specific reason in the logbook.

Off-Site Visits

Appropriate risk assessments must be in place prior to any off-site visit taking place.

Any overnight visit will **explicitly set out sleeping arrangements**; the role and responsibility of each adult, whether employed or volunteers; on/off duty arrangements; clear expectations about boundaries and interactions with children/young people; and expectations around smoking/drinking by adult.

Safeguarding concerns or allegations will be responded to, following the school safeguarding procedures. The member of staff in charge of the visit will report any safeguarding concerns to the Designated Safeguarding Lead and Headteacher, who will contact the Salford Contact Centre if appropriate. In an emergency, the staff member in charge will contact the police and/or social care.

Policy on Suspicions or Allegations of Child Abuse Involving School Staff

Regard must be given to the section 'Allegations of Abuse Made Against Teachers and Other Staff', in the document 'Keeping Children Safe in Education', which is on file in the school office. This should be used in respect of all cases in which it is alleged that a teacher or member of staff (including supply staff and volunteers) in a school or college that provides education for children under 18 years of age 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 **may** pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates he or she may not be suitable to work with children.

This is due to the principle of transferrable risk where an individual is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children. For example, domestic violence at home – even if no children were involved, could a child trigger the same reaction, and thereby be put at risk.

Staff must be aware that they may be vulnerable to accusations of abuse and must, therefore, be sensitive to a child's reaction to physical contact and react appropriately. During their daily contact with the children, all staff must be aware of the following:

1. It is the policy of this school not to kiss the pupils.
2. Staff should not touch a child in such a way or on parts of the body that might be considered indecent.
3. Staff should avoid restraining children, except under certain circumstances when it is unavoidable (See Policy on Restraint).
4. Staff should maintain professional standards of behaviour and appropriate boundaries at all times in relationships between themselves and the pupils, themselves and the parents.
5. A member of staff, who feels that they may be at risk of being accused of behaving inappropriately, should request the presence of another member of staff.
6. No form of corporal punishment should ever be used nor its use ever threatened.

7. When it is necessary to restrain a child to prevent injury to themselves, others or property, only the minimum force should be used and injury to the child concerned should be avoided. Any arm or hands should never be placed around a child's neck.
8. If there is an allegation or suspicion of misconduct about a member of staff, the DSL and the Safeguarding Governor must be informed immediately. Failure to do so may result in disciplinary action.
9. If the allegation or suspicion in any way involves the DSL or Deputy DSL, then the report should be made to the Safeguarding Governor who should contact the local Designated Officer using the Salford CC DO Referral Form which should be emailed to contact email details outlined in *Appendix 10: Contact Details*, giving as much information as you can.

Advice can also be obtained from the Salford Contact Centre and CCPAS.

The school is required to inform the Disclosure and Barring Service as soon as investigations are completed, of any person, whether employed, contracted, a volunteer, or a student, whose services are no longer used because he or she is considered unsuitable to work with children.

The address for referrals is DBS customer services, PO Box 3961, Royal Wootton Bassett SN4 4HF - Telephone 03000 200 190. Failure by the school to make such a report could constitute an offence, leading to the school being removed from the DfE's register of Independent Schools (legislation from The Education (Provision of Information by Independent Schools) (England) Regulations 2003. Compromise Agreements cannot apply in this connection.

The school will also make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. This is a legal duty of the school.

NCTL will also be informed if staff are dismissed due to safeguarding issues via <https://teacherservices.education.gov.uk/>

Regard must be given to the section 'Allegations of Abuse Made Against Teachers and Other Staff', in the document 'Keeping Children Safe in Education' (September 2024)'.

Allegations Against Pupils

The School's policies on behaviour, bullying, discipline and sanctions should be read in conjunction with this policy and will also apply to this situation. Bullying should be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm. A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation if it is considered to be in the interests of a child who might otherwise be at risk, in the interests of the pupils at large, or to allow the investigation to proceed more effectively.

**Policy on Responsibilities and Actions to be taken if the whereabouts of a child is unknown/
Children Missing From Education (CME)**

In the case of a child being withdrawn from the school and their whereabouts being unknown, the school will endeavour in the first place to make contact with the parents or guardians.

If no communication is received **within a week**, the school will contact the LEA to enquire whether they have any information regarding the child. If the LEA do not have any facts about the whereabouts of the child we will consult with the LEA about the next step which may involve handing the case over to the local Children's Services.

If this is the case, a note will be made in the Admissions Register stating that the child's whereabouts are unknown and that they have been referred to the LEA. This will be updated if any relevant information is received.

Policy For Looked After Children

The school recognises that children looked after/ children in care are one of the most vulnerable groups of children so need more frequent observational assessment to meet their needs. All staff will be made aware of anyone in the school who is looked after so that the child can be supported adequately. On admission, it will be established who has parental responsibility so that statutory requirements are met.

The school holds a policy for Looked After Children.

Photography And Images

To protect children we will:

- Seek parental consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Use school equipment (or have the express permission of the Headteacher and will download and delete the material at the first opportunity)
- Use only the child's first name with an image
- Ensure that children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them.

The school will issue a statement that where parents are taking photographs of children related to school events these are to be for personal use only (these are not to be shared on social media for example).

In conclusion:

Any staff member who has **any** concerns about a child's welfare should follow the processes set out in the KCSIE, paragraphs 51-67.

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.

All staff should be aware of systems within the school which support safeguarding, and these should be explained to them as part of staff induction. This should include the:

- **child protection policy** which includes the policy and procedures to deal with child on child abuse
- **behaviour policy** which includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying
- staff code of conduct which includes allegations against staff and whistleblowing
- safeguarding response to children who go missing from education and
- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).
- Copies of policies, including this document and part 1 of the current KCSIE should be provided to **all** staff at induction.
- 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 out for.
- Numerous organisations are listed in Annex C of KCSIE 2024, that can provide support concerning online safety.

Legislation and the law

The Governors have a strategic leadership responsibility for the school's safeguarding arrangements and

- Must ensure they comply with their duties under the legislation.
- Must have regard to KCSIE and ensure that policies, procedures and training are effective and comply with the law at all times.
- Governing bodies should be aware of their obligations under the Human Rights Act 1998 the Equality Act 2010, (including the Public Sector Equality Duty and local multi-agency safeguarding arrangements).
- The Safeguarding Governor, Dr Oyebande is trained to take leadership responsibility for the school's safeguarding arrangements.
- The Chair of Governors, Dr Lewis, should ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction, to equip them with the knowledge to provide strategic challenge, to test and assure themselves that the safeguarding policies and procedures in place are effective, and support the delivery of a robust, whole school approach to safeguarding. Their training should be updated regularly.

The Head must ensure that the policies and procedures, adopted by the Governors (particularly those concerning referrals of cases particularly those of suspected abuse and neglect) are understood, and followed by all staff.

Where a school or college has charitable status, the Charity Commission guidance on charity and trustee duties to safeguard children is available at [GOV.UK](#).

Human Rights Act 1998

The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) deemed to apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them.

Under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific Convention rights applying to schools and colleges are:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14: all of the rights and freedoms set out in the Act must be protected and applied without discrimination, and
- Protocol 1, Article 2: protects the right to education.

Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances.

For further information: [Equality and Human Rights Commission \(equalityhumanrights.com\)](#)

Equality Act 2010

Schools have obligations under the Equality Act 2010.

The School must not unlawfully discriminate against pupils, students or staff because of their sex, race, disability,

religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

Whilst all of the above protections are important in the context of safeguarding, this guidance and the legal duties placed on schools and colleges, in relation to safeguarding and promoting the welfare of children, governing bodies and proprietors should carefully consider how they are supporting their pupils and students with regard to protected characteristics - including disability, sex, sexual orientation, gender reassignment and race.

Provisions within the Equality Act allow schools and colleges to take positive action, where it can be shown that it is proportionate to deal with particular disadvantages affecting pupils or students with certain protected characteristics, in

order to meet their specific need. A school or college, could, for example, consider taking positive action to support girls if there is evidence that they are being disproportionately subjected to sexual violence or sexual harassment, including online.

There is also a duty to make reasonable adjustments for disabled children and young people.

See [Equality Act 2010: advice for schools.GOV.UK](https://www.gov.uk/equality-act-2010-advice-for-schools) and [Guidance: EHRC \(equalityhumanrights.com\)](https://www.equalityhumanrights.com/guidance).

Sport

As children get older, some sports are typically taught and played in single-sex groups. The Equality Act 2010 contains an exception in relation to single-sex sport. It applies to participation in any sport or game, or activity of a competitive nature, where the physical strength, stamina or physique of the average girl would put her at a disadvantage in competition with the average boy (or vice versa). Therefore schools and colleges can separate children according to their biological sex in these circumstances without discriminating unlawfully against them on the basis of their sex.

Some sports may need to be played in single-sex groups from a certain age to ensure children's safety, and where this is the case there must be no exceptions. Some schools have adopted a policy of single-sex sports to ensure fairness. Where there are no safety concerns and a child makes a request to participate, the School will consider the request in light of the advice on "considering requests for support with social transition". The School will take into account all the relevant factors, including whether supporting social transition is in the best interests of the child, considering the impact on other children and the aim to create safe and fair environments for children to participate in PE.

Use the Guidance from National Governing Bodies on safe and fair operation of individual sports.

Social Transitioning

- **No Initiation:** the school must not suggest, encourage, or initiate steps toward social transition (such as changing pronouns, names, or uniform).
- **Parental Involvement:** the school is expected to involve parents/carers in decisions regarding a child questioning their gender, except in extremely rare safeguarding cases where involvement puts the child at risk.
- **Rare Occurrence:** Full social transition is viewed as an active intervention that should happen very rarely, particularly in primary schools, as it is not a "neutral act" and can impact a child's psychological development.
- **Best Interests v Wishes:** Educators must distinguish between a child's temporary or experimental wishes and their long-term clinical best interests, taking guidance from reviews like the [Cass Review](#) into account.

Facilities and Spaces

- **Single-Sex Protections:** Statutory safeguarding frameworks mandate that single-sex spaces must be strictly protected.
- **Access Limits:** Socially transitioning at school does not grant a pupil access to opposite-sex toilets, changing rooms, sleeping arrangements on trips (for children over eight), or mixed-sex sports where safety or privacy is concerned. Birth sex must be accurately recorded in official educational records.

Public Sector Equality Duty

The Public Sector Equality Duty (PSED) in the Equality Act is a legal requirement for **state-funded** schools and colleges.

It places a general duty on such schools to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics (see paragraphs 92-96) and means that whenever significant decisions are being made or policies developed, specific consideration must be given to the equality implications of these such as, for example, the need to eliminate unlawful behaviours that relate to them, such as sexual violence and sexual harassment, misogyny/misandry, racism and faith-based prejudice. This is one reason why good record-keeping and monitoring of all forms of abuse and harassment is essential.

The PSED helps schools focus on key issues of concern and improve pupil and student outcomes. Some pupils or students may be more at risk of harm or bullying from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying or faith- or race-based discrimination. These concerns will vary between education settings, but it is important that schools remain aware of disproportionate vulnerabilities and integrate this awareness into their safeguarding policies, procedures and guidance.

See [Technical Guidance on the Public Sector Equality Duty: England](#).

Data Protection Act 2018, the UK GDPR and the Data (Use and Access) Act 2025 – ‘data protection laws’

Throughout this guidance, the term ‘data protection laws’ refers collectively to the Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR), and the Data (Use and Access) Act 2025.

The Governors and proprietor must be aware that data protection laws place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. See ICO guidance ‘[For Organisations](#)’ which includes information about obligations and how to comply, including protecting personal information and providing access to official information.

Also see the [DfE Data Protection guidance for schools](#), which will help school staff, governors and trustees understand how to comply with data protection law, develop their data policies and processes, know what staff and pupil data to keep and follow good practices for preventing personal data breaches.

Regulations and safeguarding requirements relating to school premises

Toilets

This section applies to schools, covered by part 6 of the Equality Act 2010. Schools must not allow children into toilets designated for the opposite biological sex.

This includes where schools are responding to a request to support any degree of social transition for children who are questioning their gender.

Schools must provide separate toilets for boys and girls aged 8 and over (apart from where individual toilets are in a room that can be locked from the inside, intended for use by one pupil at a time). This is required by the School Premises (England) Regulations 2012 and the Education (Independent School

Standards) Regulations 2014 which applies also to independent schools.

Therefore, if a gender-questioning child does not want to use the toilet designated for their biological sex, schools should consider whether they can provide an alternative toilet facility, for example self-contained individual toilets, without compromising the provision of single-sex facilities. These alternative arrangements should not compromise the safety, comfort, privacy or dignity of the child, or of any other children.

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

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

Changing Rooms and Showers

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

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

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

Information Sharing

- schools should consider the relevancy of the information, what the receiving setting needs to know and whether the information is clearly presented and suitably contextualised.
- staff should use professional judgment to make sure that any information shared is focused and proportionate.
- where a pupil is changing settings and information indicates a risk to others and/or the individual pupil, the receiving school is responsible for assessing risk and putting a safety and support plan in place; the DSLs from both settings should have a conversation where there are concerns.

Online safety

It is essential that children are safeguarded from potentially harmful and inappropriate online material.

An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories

contact: being subjected to harmful online interaction with other users or generative AI applications that simulate this; for example: peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes,

conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, including those generated using AI and online bullying

commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

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

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

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

Online safety policy

The Online safety policy and the school's approach to it should include appropriate filtering and monitoring on school devices and school networks.

Consider the 4Cs (content, contact, conduct and commerce) which provide the basis of an effective online policy.

Mobile phone policy

The school is a mobile phone-free environment for students; anything other than this would be by exception and permission only.

In accordance with statutory guidance on [Mobile phones in schools](#) (DfE) the school has a policy whereby pupils do not have access to their mobile phone throughout the school day including during lessons, the time between lessons, breaktimes and lunchtime. This has been in place for a number of years.

There are a number of ways in which schools can ensure that they are mobile phone-free, and it is for headteachers to decide how best to achieve this within their own unique contexts. Examples of how schools have become mobile free are available from [Creating a mobile phone-free environment: school case studies](#).

Staff are required to have their mobile phones to hand, to exchange important information and for their parents to contact them. They are not to use their phones for personal social interactions during lessons and require permission from the Head or Deputy Head for personal business, usually when they are not on duty, or have a substitute in place.

Remote education

Guidance to support schools understand how to help keep pupils, students and staff safe whilst learning remotely can be found at [Safeguarding and remote education - GOV.UK \(www.gov.uk\)](#) and [Providing remote education: guidance for schools - GOV.UK \(www.gov.uk\)](#).

Schools are likely to be in regular contact with parents/carers. These communications should be used to reinforce the importance of children being safe online and parents and carers are likely to find it helpful to understand what systems schools and colleges use to filter and monitor online use. It is especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online.

Filtering and monitoring

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school's IT system. As part of this process, governing bodies and proprietors should ensure their school has appropriate filtering and monitoring systems in place and ensure that a review of their effectiveness is carried out at least once every academic year.

Reviews should be carried out by the SLT member responsible for filtering and monitoring, with the support of the school's DSL/DDSL and IT support. They should include checks that filtering is working appropriately on all internet-connected devices in all relevant locations, and a record should be kept of these checks. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. The Governors should consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

The appropriateness of any filtering and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty.

The department's [filtering and monitoring standards](#) provide more detailed guidance. They set out that schools should:

- identify and assign roles and responsibilities to manage filtering and monitoring systems
- review filtering and monitoring provision at least annually
- block harmful and inappropriate content without unreasonably impacting teaching

and learning

- have effective monitoring strategies in place that meet their safeguarding needs.

176. Schools can use the department's '[Plan technology for your school service](#)'

to self-assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them.

The Governors should review the standards and discuss with IT staff and service providers what more needs to be done to support the school in meeting this standard. Additional guidance on "appropriate" filtering and monitoring can be found at:

[The Prevent duty Departmental advice for schools and childcare providers](#) and Home Office [Statutory guidance: Prevent duty guidance](#).

UK Safer Internet Centre: [A Guide for education settings and filtering providers](#).

[Filtering and monitoring webinars available – UK Safer Internet Centre](#),

- The DfE has published [Generative AI: product safety expectations](#) to support schools to use generative artificial intelligence safely and explains how filtering and monitoring requirements apply to the use of generative AI in education.

Information security and access management

Governing bodies and proprietors should take measures to safeguard children by protecting personal information and ensuring their school or college has appropriate cyber security systems in place. This should be approached as part of the school or college's wider safeguarding responsibilities. As part of this, schools should consider implementing measures in line with the [Cyber security standards for schools and colleges](#). These outline actions that schools should consider implementing to strengthen resilience, reduce the risk of disruption, prevent data breaches, and mitigate safeguarding risks.

Guidance on e-security is available from the [National Education Network](#), and broader cyber security advice, including resources for governors and trustees, can be found at [National Cyber Security Centre – NCSC](#). The department's '[plan technology for your school service](#)' supports schools in meeting digital standards through self-assessment and personalised recommendations.

Reviewing online safety

Technology, and risks and harms related to it, evolve, and change rapidly.

Schools and colleges should consider carrying out an annual review of their approach to online safety, supported by an annual risk assessment that considers and reflects the risks their children face. A free online safety self-review tool for schools can be found via the [360 safe website](#) or [LGfL online safety audit](#).

UKCIS has published [Online safety in schools and colleges: questions from the governing board and Online Safety Audit Tool](#)

When reviewing online safety provision, the UKCIS [external visitors guidance](#) highlights a range of resources which can support educational settings to develop a whole school approach towards online safety.

Children requiring mental health support

Schools have an important role to play in supporting the mental health and wellbeing of their pupils.

All staff should be aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, signs of an eating disorder, suicidal ideation or suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

The role of education staff is not to diagnose mental health problems, but to help fulfil 4 key roles:

- promoting good mental wellbeing and preventing the onset of mental illness
- observing pupils and identifying early those who may be experiencing or at risk of developing mental health problems
- making sure early targeted support is provided
- liaising with and referring to specialist services where needed.

Where support is needed, the DSL/DDSL should consider whether to inform parents/carers to support the child's wellbeing, where doing so would not place the child at additional risk.

Whilst all staff are able to observe and support the mental health and wellbeing of their pupils and learners, this school has a Mental Health Lead in place who helps to embed a whole school or college approach to mental health and wellbeing. The DfE Guidance, [Promoting children and young people's mental health and wellbeing](#) sets out how schools can help prevent mental health problems by promoting wellbeing and resilience.

Education staff should consider the range of locally available support to meet the needs of children and young people, and make use of support from the Mental Health Support Team (MHST) - in the process of being rolled out to all schools. As well as evidence-based interventions for early support, MHSTs support Mental Health Leads to develop a whole school approach to mental health and wellbeing, give timely advice, liaising with external specialist services and other support available such as early support hubs and young futures hubs.

Schools and colleges can also access advice to identify children in need of extra mental health support.

See:

[Promoting and supporting mental health and wellbeing in schools and colleges](#) website on GOV.UK

DfE advice, [Preventing and tackling bullying](#)

NHS Every Mind Matters website

The [Hub of Hope](#) is the leading mental health support database.

Safeguarding children with medical conditions

This new section sets out information on incidents relating to a child or young person's medical condition. The guidance highlights that a safeguarding referral would only be needed where an incident indicated that a child might be at increased risk of neglect, abuse or exploitation because of their medical condition. For example, this might occur where relevant medical information is not provided to a school or where children are repeatedly sent to school without essential medication.

Use of school premises for non-school/college activities

Where the school premises are hired out to other organisations or individuals (e.g. drama group, scouts) The school and governors should ensure that appropriate arrangements are in place to keep children safe.

Where services or activities are provided separately by another body the person or group is not under the authority of the governing body who should therefore seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school or college on these matters where appropriate.

This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll. The governing body should ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. The guidance on [Keeping children safe](#)

[in out-of-schools settings](#) details the safeguarding arrangements that schools should expect these providers to have in place.

In the current situation, the church hires out the building to the school for sole use each day but also hires out the property in the evenings to other users.

Children potentially at greater risk of harm

The Governors recognise (and reflect in their policies and procedures) that some groups of children are potentially at greater risk of harm than others (both online and offline). The following highlights some of those groups:

Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs.

Children may need this help due to abuse/neglect/exploitation/complex family circumstances.

A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

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

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

See findings from the Children in Need review, [Improving outcomes of children in need: literature review](#); the conclusion of the review, [Help, protection, education](#), provides detail about the action the government is taking.

Children who are absent from education

Children absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines.

It is important that our response to persistently absent pupils, and children missing education (CME) supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where a child is already known to local authority children's social care and needs a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

See:

- [Working together to improve school attendance](#): how schools must work with local authority children's services where school absence indicates safeguarding concerns
- schools' duties for CME: [Children Missing Education](#), together with the information schools must provide to the LA when removing a child from the school roll at standard and non-standard transition points, and how schools should be supporting LAs with joint reasonable enquiries to help identify and support children missing in education.

Elective home education (EHE)

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

In accordance with the [School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#), a school must make a return to the local authority when a pupil's name is deleted from the admission register.

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the DfE recommends that LAs, schools, and other key professionals work together to coordinate a meeting with parents/carers, before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable.

Where a child has an EHCP, LAs will need to review the plan, working closely with parents and carers.

DfE guidance for LAs on [Elective home education](#) sets out their role and responsibilities and their powers to [engage with parents](#). [Although this is primarily aimed at LAs, schools should also be familiar with this guidance.](#)

Children with Mental Health issues

See above.

Looked after children and previously looked after children

The most common reason for children becoming looked after is abuse/neglect. Governing bodies should ensure that staff have the skills, knowledge and understanding to keep them safe and ensure that relevant staff have access to information about the child's **legal status** (looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility.

They also need information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DSLs should have details of the child's social worker and the name of the Virtual School Head in the authority that looks after the child.

A Previously Looked After Child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. It is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

The designated teacher for LAC and Post LAC children

The governors have appointed a designated teacher (Justine Golamhossen) to work with LAs to promote the educational achievement of looked after children and those who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. This teacher is given training.

See DfE guidance, [Designated teacher for looked-after and previously looked-after children](#)

Virtual School Heads

Virtual School Heads (VSHs) manage pupil premium plus for looked after children and receive this funding based on the latest published number of children looked after by the local authority.

The designated teacher should work with the Virtual School Head to promote educational achievement of previously looked after children.

VSHs have responsibilities towards children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England or Wales. Their primary role for this group will be the provision of information and advice to relevant parties.

See statutory guidance [Promoting the education of looked-after and previously looked-after children](#)

The role of VSHs now includes a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker. VSHs should work with LAs to set and report on ambitious targets to improve their attendance.

VSHs should identify and engage with key professionals, helping them to understand the role they have in improving outcomes for children, including DSLs, social workers, headteachers, governors, SENCOs, Mental Health Leads, and other LA officers.

The role of VSHs now includes a non-statutory responsibility to promote the educational achievement of all children in kinship care.

See guidance on [Promoting the education of children with a social worker](#) and children in kinship care

Young carers

Staff should be alert to the needs of young carers and recognise that caring responsibilities can impact attendance, attainment, behaviour and wellbeing. Early identification is key to making sure young carers receive support at the right time from the right services.

Children with SEND or health issues

Children with SEND or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Additional barriers can exist when recognising abuse, neglect and exploitation in this group of children, including:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration,
- they are more prone to peer group isolation or bullying (including prejudice-based bullying)
- they may be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- communication barriers and difficulties in managing/reporting challenges risks might lead them not to understand that what is happening is abuse
- the need for intimate care and isolation
- they are more likely to be dependent on adults for care
- they might be unable to understand the difference between fact and fiction in online content; they may repeat the content/behaviours in school for which they may get into trouble or it may cause trouble.

Reports of abuse involving children with SEND will therefore require close liaison with DSL/DDSL and SENCO. School should consider extra pastoral support and attention and ensure any needed communication support.

- [SEND Code of Practice 0 to 25 years](#), and
- [Supporting Pupils at School with Medical Conditions](#).
- The Special Educational Needs and Disabilities Information and Support Services (SENDIASS) which offers information, advice and support for parents and carers of children and young people with SEND.
Salford LA: IAS support: (councilfordisabledchildren.org.uk)
- [Mencap](#) gives specific advice and information for those who work with children and young people
- [NSPCC - Safeguarding children with special educational needs and disabilities \(SEND\)](#)
[NSPCC - Safeguarding child protection/deaf and disabled children and young people](#).

Safeguarding children with medical conditions

An incident relating to the management of a child or young person's medical condition (including allergies) would not in and of itself warrant a referral to local safeguarding partners.

A safeguarding referral would only be needed where an incident highlighted concern that the child or young person might be at an increased risk of being neglected, abused or exploited by persons inside or outside of their family unit because of their medical condition, such as:

- relevant information about a child's medical condition is not provided to a school
- they are repeatedly sent without essential medication, thereby putting them at risk.

See [DfE Guidance: Supporting Pupils at School with Medical Conditions](#) and [Allergy safety in schools](#).

Children who are lesbian, homosexual or bisexual

Being lesbian, homosexual, or bisexual is not in itself a risk factor but they can be vulnerable to bullying. Sometimes a child who is perceived by other children to be lesbian, gay, or bisexual but is not, can be just as vulnerable as children who are.

Children who are questioning their gender

Do not initiate any action; remember it is common for children to engage in activities typically associated with the opposite sex. Sometimes they go through a period of questioning their gender but the most will not continue into adulthood. A small proportion may continue to question their gender and this may intensify in puberty.

Staff should understand the thoughts and feelings of such children and be appropriately professionally curious about their full experiences. Be aware of their potential vulnerabilities, including complex mental health and psychosocial needs.

Bullying is never tolerated

Bullying has a detrimental impact on mental health and ability to thrive at school. Bullying can affect a child's attainment and wellbeing and all forms of bullying are not tolerated.

Requests for support with social transition

Do not initiate any action regarding social transition but where a child or parent has requested school support, do not adopt any changes unless a decision has been made by a school with the child's parents/carers.

Ensure that the decision-making process is documented and records are kept.

Any assessment of discrimination is for the welfare and in best interests of the child and other children.

Take a careful approach.

Consider how to fulfil the duty towards such a child, ensuring that any agreed course of action takes account of the impact on all those affected. Be clear that a decision may not be the same as a child's wishes.

Usually, work with parents/carers to determine the best interests of the child, using clinical evidence/advice plus non-clinical professional advice where relevant. Include the DSL and the SENCO if relevant.

Consider everything that could be affecting a child, including wider health issues or neurodiversity.

Be particularly conscious of safeguarding concerns relating to primary aged children.

Parents and carers should be actively involved and their views treated as important as they have the leading role in their children's lives. If involving parents or carers is a greater risk to the child, the DSL should consider how to safeguard the child, before the parents/carers are contacted or any decisions taken.

The Cass Review:

- Children who socially transition before puberty – or transition prior to clinical advice – are more likely to proceed to a medical pathway.

- Remember that some who socially transition before puberty will be “living in stealth” - other pupils and/or staff may be unaware of their biological sex; be aware of related safeguarding concerns. These children are likely to approach puberty with fear and anxiety.
- Outcomes are best if children have a supportive relationship with their families.
- Accommodating social transition is an active intervention that may have significant effects on the child’s psychological functioning and longer-term outcomes and so everyone should be very careful.
- Clinical involvement in the decision-making process should include advice on the risks and benefits of social transition as a planned intervention, referencing best available evidence. This cannot be undertaken by staff without appropriate clinical training.
- Older children will generally have greater agency. Maintain flexibility and keep children’s options open to avoid them feeling under pressure to commit to a potentially irrevocable pathway while young.
- It is important to maintain flexibility and keep options open for children who have socially transitioned. Provide support to children who wish to de-transition.

Where a child confides their feelings to a member of staff but does not ask for changes, there is no reason to break any confidence, unless for a safeguarding risk. Follow usual procedures if a conversation with raises concerns about their wellbeing or safety and involve parents/carers where appropriate.

When dealing with children of 11 or under, exercise particular caution; support for full social transition should be agreed only very rarely.

Comply with the Equality Act 2010 Part 6, the Human Rights Act 1998, the School Premises (England) Regulations 2012 and the Education (Independent School Standards) Regulations 2014. The school must adhere to the highest standards of safeguarding; they must not allow pupils into toilets, changing rooms, or boarding or residential accommodation designated for the opposite sex, with no exceptions. Where there is single-sex sports for reasons of safety or fairness, there should be no exceptions and pupils must not be allowed to participate in sports designated for the opposite sex.

Consider whether any of policies will place such a child at a disadvantage, both during its development and when considering requests to be exempt. Where a rule or policy places them at a disadvantage consider:

1. Does the policy have a legitimate aim? E.g. safeguarding or fairness in sport.
2. Is the policy a proportionate means of achieving that or is there another way?
Might it be adopted or an exception made but still achieve that aim?
3. What is the impact on the child and anyone else of the rule or the exception?

Balance the impact of agreeing the child’s request against the impact of refusing it, considering all the factors, including whether supporting social transition is in the child’s best interests and those of other children.

Discussing constraints

Explain the constraints on social transition sensitively: supporting social transition will not include access to toilets, changing rooms or residential accommodation designated for the opposite sex; children may not join PE classes designated for the opposite sex where there are safety or fairness reasons for single-sex PE.

Ensure that children and the families are aware that while we will appropriately sanction any cases of bullying or harassment, **the school must also be conscious of the rights of pupils and staff re their religion or belief.**

Review

Circumstances of a case or needs may change over time; safeguarding issues may become apparent, or a decision may have placed an unsustainable pressure on school’s resources. In such cases, we may need to review the original decision, involving the DSL immediately and the child’s parents or carers.

Review whether decisions fit with the law; consider the impact on the child, on other children and whether parents should have been involved. Ensure that the provision of appropriate facilities for girls and boys do not compromise their safety, comfort, privacy or dignity.

Correct information

Ensure all relevant staff are aware of every child's biological sex, which must always be recorded accurately.

Children living in stealth

Be particularly conscious of the vulnerabilities of children who have fully socially transitioned at an early age and may be living in stealth - with school friends/staff unaware of their biological sex). Involve the DSL.

Support for children who wish to detransition

Sometimes a child may wish to fully or partially reverse a request to transition.

Cass Review: it is important to maintain flexibility and keep options open for children who have socially transitioned; support should be provided to children who wish to de-transition. Work closely with parents/carers and relevant experts to ensure that these children are supported.

Appendix 1: Safer Recruitment Policy

Appointment of Workers

In appointing workers, the following criteria will need to be met:

1. All prospective workers will be asked to complete a King of Kings School application form.

Note: A curriculum vitae (CV) is only accepted alongside the full application form and is not sufficient on its own to support safer recruitment.

2. The procedure for the appointment will be:
 - Completion of application form
 - An interview to make sure any past issues are resolved.
 - Undertaking all necessary checks as detailed below
 - Discussing with the applicant in detail the school's policy on safeguarding children's welfare and expectations in relation to practice issues e.g. supervision of children's activities and workers etc.
 - Attaching the new appointee to a more experienced worker for a period of time
 - During and at the end of this probationary period, receiving feedback from other workers on the progress of the trainee
 - Only then confirming the appointment – perhaps with regular reviews and support where there are particular concerns.
3. The school will verify a candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available
4. Enhanced DBS checks will be undertaken for all staff, including volunteers who are carrying out relevant, unsupervised activities with the students, and all Governors.
5. Those in regulated activity will need an enhanced DBS certificate with barred list check.

6. A separate barred list check (List 99 check) will be obtained if an individual will start work in regulated activity before the DBS certificate is available. Such a person's work will be supervised.
7. A Prohibition from Teaching Check must be completed for *everyone* engaged in 'teaching work', whether a qualified teacher or not; and recorded on the Single Central Record, to ensure they are not prohibited from teaching, using **Teacher Services** (<https://www.gov.uk/guidance/teacher-status-checks-information-for-employers>).
Teacher Services can be used to find out if potential new staff have any current prohibitions, restrictions or sanctions using the following lists:
 - teachers who have failed to successfully complete their induction or probation period
 - teachers who are the subject of a suspension or conditional order imposed by the General Teaching Council for England (prior to its abolition)
 - teachers and others who are prohibited from teaching in England
 - individuals who have been barred from taking part in the management of an Independent school (including academies and free schools)
 - teachers sanctioned (since 18 January 2016) in other EEA member states by an EEA member state regulator of the teaching professionEven people with QTS, MUST have this prohibition check entered into the Single Central Record.
8. All leaders and managers, including Governors are now required to have a **section 128 Management Check** – This will be included on the school's SCR showing that checks have been according to section 128. This will also be done using Teacher Services (as point 7).
9. In the case of a foreign national, the appropriate overseas body from their country will be contacted for a criminal record check or police clearance. Where this proves unobtainable the Embassy of that country will be contacted to request information on any criminal records that person has. If this proves ineffectual then at least two character references will be taken from citizens residing in that country who know the person well, but this should be a final resort. They must declare if they know of any criminal records held, their relationship with the applicant and their professional capacity, if any. All steps taken must be well documented.
10. Ideally, all foreign nationals should obtain a criminal record check or police clearance before applying for a position with the school.
11. The applicant's right to work in the UK will be checked and evidence kept on record.
12. As part of our Safeguarding Policy employment will not be offered without the applicant supplying evidence of a full employment history, including information on any gaps
13. Applicants will also be asked to supply a declaration of their mental and physical fitness, concerning their suitability to the position applied for. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role
14. Two references, will be requested, for all staff, including volunteers, which go back 5 years, and include a character and pastoral reference (where relevant). In the case of teaching staff a professional reference will also be required (where relevant). References are kept on file.

15. Professional qualifications, will be verified, as appropriate.
16. Information has been added to highlight that schools should consider online searches as part of their due diligence checks on shortlisted candidates.
17. The criteria for NOT appointing children's workers are:
 - Previous offences against children
 - If the Governors have reservations about an individual's behaviour, lifestyle, attitudes and spiritual commitment.
 - If the Governors have any reasons to doubt a worker's suitability for the job.
18. Workers will be given a contract on appointment.
19. All new staff will be expected to read the school Code of Conduct Policy and all policies concerning Child Protection and Safeguarding as part of their Induction Process.
20. All new staff will need to complete a Basic Awareness Course on Safeguarding and Child Protection, renewable every three years.
21. The school will keep this information on all staff members as to whether or not the following checks have been carried out or certificates obtained, and the date on which the checks were completed, in a single central record.
22. Staff will be informed at interview that the school may review the DBS automatic updates yearly, with prior consent from staff, or will ask for a signed declaration regarding any convictions, cautions, reprimands or a warnings which have been recorded on a police central record, (includes 'spent' and 'unspent' convictions) or if any information is held locally by police forces that are grounds to be considered relevant, since their last declaration. This includes any information that may be held on the DBS's children and adults barred list.
23. Teachers/assistants will be given opportunities to meet together with the Headteacher to discuss work programmes and areas of concern including issues relating to discipline.
24. If an applicant's criminal record check reveals details of past cautions and/or convictions the following procedures will be followed:
 - If the certificate simply confirms what the applicant has already disclosed and we have already taken this information into account when making the offer of employment, we will confirm the offer of employment. A risk assessment will be made in appropriate circumstances.
 - If our decision to recruit an applicant depends upon approval from a senior staff member, we shall ensure that the decision maker has all the relevant information to hand in order to make a fair and balanced decision. This may include the applicant's initial disclosure, a disclosure statement and any other relevant information they may have provided in the interim that may inform a risk assessment.
 - If the certificate reveals information that we were not expecting or that the applicant had not previously disclosed, further consideration may be necessary. See *Appendix 7: Applicants with Criminal Records*.
 - Where an applicant is appointed who has a blemished record, a Risk Assessment will be put in place.

Learning lessons

Learning lessons applies to all cases, not just those which are concluded and found to be substantiated.

Low level concerns

Procedure for confidentially sharing concerns. Concerns may initially be shared with the Designated Safeguarding Lead (DSL) or directly with the headteacher. The headteacher should ultimately be informed of all low-level concerns and make the final decision on how to respond. Where appropriate this can be done in consultation with the DSL.

Low level concerns shared about supply staff and contractors should be notified to their employers; the school and should consult with the LADO if unsure whether low-level concerns shared about a member of staff meet the harm threshold.

External Visitors/Contributors/Speakers

Visitors with a professional role, such as a school nurse, social worker, educational psychologist or members of the Police will have had the appropriate vetting checks undertaken by their own organisation. Any professionals visiting the school should provide evidence of their professional role and employment details (an identity badge for example). If felt necessary, the school will contact the relevant organisation to verify the individual's identity.

The school has a separate policy for visiting speakers

Agency Staff

The school does not employ agency staff and does not intend to.

If in any circumstances the school does employ agency staff, the school will check that any agency staff member attending the school is the same person that the agency has provided the vetting checks for.

This policy is written in line with our:

- Preventing Extremism and Radicalisation Policy
- Whistleblowing Policy
- E-Safety Policy
- School Behaviour Policy
- Anti-bullying Policy
- Children Missing Education Policy
- Staff Code of Conduct Policy

These are all available on request from the school office.

Renewal of DBS Checks

Information taken from: (<https://www.teachers.org.uk/sites/default/files2014/ecr31-dbs-checks.doc>).

Since there has never been a requirement for a rolling programme of three-yearly checks for staff who have unbroken service, DBS checks will only be renewed if there has been a break of three months or more. However, a return to work after a period of statutory leave (e.g. maternity, adoption, parental leave,

sabbatical, or sickness), is not a new appointment, nor a break in service, as long as the employment remains continuous, therefore a DBS check is not required by law.

The only reference to three-year checks in *Safeguarding Children and Safer Recruitment in Education* (the DfE's statutory guidance prior to '*Keeping Children Safe in Education....*') was at Appendix 11, where it was **recommended** for agency staff only. Such routine checks for staff directly employed by the school are not required and are considered to be excessive, as they go beyond what the law requires or the Government recommends.

If a new staff member has previously been DBS checked, there is no statutory requirement that another DBS check is carried out *before* taking up a job in our school, provided they have continuous service and the check is at the correct level for the new post, other than a check of the Barred Lists.

In this case the school will carry out a risk assessment to assess whether the check is at the correct level for the current role, whether it is accurate and whether they trust the previous organisation to have carried out the check efficiently.

The school will ask for evidence from the previous school, college, local authority or supply agency, that the check was undertaken.

However, the school will ensure that an enhanced DBS check is undertaken as soon as possible for the school Single Central Records, or use the update service if the employee is subscribed to this service.

The school may review the automatic updates yearly, with prior consent from staff, or ask for a signed declaration regarding any convictions, cautions, reprimands or a warnings which have been recorded on a police central record, (includes 'spent' and 'unspent' convictions) or if any information is held locally by police forces that are grounds to be considered relevant, since their last declaration. This includes any information that may be held on the DBS's children and adults barred list.

Notes:

1. Data protection

The data Protection guidance for schools (DfE 2024, b) explains how to comply with the law, write data policies, understand what staff and pupil data to keep, prevent personal data breaches.

2. Alternative Provision

When a school places a child in alternative provision, they remain responsible for the safeguarding of that pupil.

3. Children who are lesbian, gay, bisexual or gender questioning

Under review pending gender questioning guidance consultation, DfE 2023b
Use guidance on p55.

4. Holding and Sharing information

As well as keeping records of discussions, decision, DSL should keep record of the rationale for the decisions being made

Appendix 2: Safety Matters

An annual safety review will be held to consider all aspects of safety for children and young people

The school's arrangements to fulfil other safeguarding and welfare responsibilities are as follows:

- Ensure high standards of provision and care for children and learners
- Actively promote equality and diversity
- Tackle bullying and discrimination immediately
- Actively promote British values
- Prevent radicalisation and extremism
- Ensure that all persons know how to complain and understand the process for doing so
- Ensure that children and learners are protected and feel safe.
- Challenge any discriminatory behaviour and give help and support to children about how to treat others with respect
- Consistently promote positive behaviour
- Ensure that all children and learners can identify a trusted adult with whom they can communicate about any concerns, and know that these adults will listen to them and take their concerns seriously
- Ensure that written records are made in a timely way and held securely where adults working with children or learners are concerned about their safety or welfare. Those records will be shared appropriately and, where necessary, with consent.
- Make clear risk assessments
- Oversee the safe use of technology by ensuring that our policies and procedures are adhered to
- Use an Acceptable Use Agreement.
- Carefully select and vet staff and volunteers working with children and learners according to statutory requirements.
- Check all staff using Enhanced DBS checks.
- Ensure that all staff have regular Child Protection and Safeguarding Training.
- Ensure that the Designated Safeguarding Leads undertake training at two-yearly intervals, and in addition receive an update at least yearly.
- Ensure that the Designated Safeguarding Leads have a job description, and clear cover arrangements. DSLs will be drawn from the senior leadership team and will be the persons carrying out the day-to-day work of safeguarding and child protection. Their responsibilities will not be delegated to others.
- Keep the Single Central Record up to date
- Regularly review safeguarding policies and procedures to keep all children and learners safe

Appendix 3: Role And Responsibilities Of The Designated Safeguarding Lead

The School Designated Safeguarding Lead (DSL) is the first point of contact for any member of the school staff who has a concern about the safety and well-being of a student.

The DSL does not need to be a member of the teaching staff but should be a recognised member of the Senior Management Team with the required status and authority to carry out the requirements of the role.

Depending on the size and requirements of the school a Deputy Designated Safeguarding Lead should be available. The deputy is the first point of contact in the absence of the DSL to avoid any unnecessary delays in responding to a student's needs.

The DSL and Deputy DSL are required to undertake child protection training every two years and should supplement this training by attending workshops where available, at least annually.

Requirements:

- To have the skills and ability to identify signs of abuse.
- To know how to refer concerns to the appropriate investigating agencies.
- Maintain detailed and accurate written records of child protection concerns and ensure they are kept securely.
- Offer support, advice and give a level of expertise to all members of the school staff team.
- Ensure that all staff have access to and understand the school Safeguarding and Child Protection Policy and Procedures.
- To be able to provide basic awareness/child protection training as part of the induction for all new staff in the school and be part of any other relevant training.
- Be responsible with the Headteacher for the annual review and update of the School Safeguarding Policy and the presentation of this to the Governing Body.
- Ensure that a copy of the School Safeguarding and Child Protection Policy is available for any parents who request to see it.

Ensure that the Headteacher and Chair of Governors are updated on a regular basis about all issues and child protection investigations.

- Ensure that relevant safeguarding files are copied and forwarded appropriately when a child/young person transfers to another school.
- Be part of the team who review and monitor any causes of concern relating to students which are raised in school

Appendix 4: Youth-Produced Sexual Imagery Policy

Also known as 'Sexting'

This policy is linked to the school's Safeguarding and Child Protection policies.

Introduction

Youth-produced sexual imagery is imagery that is being created by under 18s themselves and involves 'sexual imaging', still photographs, 'sexting', video, and streaming. Sexual content is different to indecent - indecent is subjective and has no specific definition in UK law. 'Sexual imaging' is one of a number of 'risk-taking' behaviours associated with the use of digital devices, social media or the internet. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated. However, this school takes a pro-active approach in its ICT and Enrichment programmes to help students to understand, assess, manage and avoid the risks associated with 'online activity'. The school recognises its duty of care to its young people who do find themselves involved in such activity as well as its responsibility to report such behaviours where legal or safeguarding boundaries are crossed.

There are a number of definitions of 'sexual imaging' and 'sexting' but for the purposes of this policy sexual imaging is simply defined as images or videos generated by children under the age of 18, or of children under the age of 18 that are of a sexual nature or are indecent.

These images are shared between young people and/or adults via a mobile phone, handheld device, computer, 'tablet' or website with people they may not even know.

There are many different types of sexual imaging (see Supplement 2) and it is likely that no two cases will be the same. It is necessary to carefully consider each case on its own merit. However, it is important that this School applies a consistent approach when dealing with an incident to help protect young people and the school, and the response should always be guided by the 'principle of proportionality'. The primary concern at all times should be the welfare and protection of the young people involved. For this reason the Designated Safeguarding Lead (or Headteacher in the absence of the DSL) needs to be informed of any 'sexual imaging' incidents. The range of contributory factors in each case also needs to be considered in order to determine an appropriate and proportionate response. All colleagues are expected to be aware of this policy.

The Law

Making, possessing, and distributing any imagery of someone under 18 which is indecent is illegal. This includes imagery of taken by someone of themselves if they are under 18.

Indecent is not definitively defined in law, but images are likely to be considered indecent if they depict:

- a naked young person
 - a topless girl
 - an image which displays genitals, and
 - sex acts including masturbation.
- Indecent images may also include overtly sexual images of young people in their underwear

These laws were not created to criminalise young people but to protect them. Although sharing sexual images of themselves is illegal and risky, it is often the result of curiosity and exploration. Young people need education, support, and safeguarding, not criminalisation.

The National Police Chiefs' Council (NPCC) is clear that "youth-produced sexual imagery should be primarily treated as a safeguarding issue."

Schools may respond to incidents without involving the police. (However, in some circumstances, the police must always be involved.) Images may be deleted and the incident managed in school by using a risk-based approach.

Steps To Take in the Case of an Incident

Step 1 - Disclosure by a Student

Sexual imaging disclosures should follow the normal safeguarding practices and protocols (see Safeguarding Policy).

A student is likely to be very distressed especially if the image has been circulated widely and if they don't know who has shared it, seen it or where it has ended up. They will need pastoral support during the disclosure and after the event. They may even need immediate protection or a referral to police or social services; parents should be informed as soon as possible (police advice permitting).

The following questions will help decide upon the best course of action:

- Is the student disclosing about themselves receiving an image, sending an image or sharing an image?
- What sort of image is it? Is it potentially illegal or is it inappropriate?
- Are the school child protection and safeguarding policies and practices being followed?
- For this reason a member of the Safeguarding team should be involved as soon as possible.
- How widely has the image been shared and is the device in their possession?
- Is it a school device or a personal device?
- Does the student need immediate support and/or protection?
- Are there other students and/or young people involved?
- Do they know where the image has ended up?

Assessing the risks once the images have been shared

- Has it been shared with the knowledge of the young person?
- Are adults involved in the sharing?
- Was there pressure to make the image?
- What is the impact on those involved?
- Does the child or children have additional vulnerabilities?
- Has the child taken part in producing sexual imagery before?

Step 2 - Searching A Device – What Are The Rules?

Please refer to the school's Search and Confiscation Policy which is based on the most current legislation: The 2011 Education Act.

The policy allows for a device to be examined, confiscated and securely stored if there is reason to believe it contains indecent images or extreme pornography. When searching a mobile device the following conditions should apply:

- The action is in accordance with the school's policies regarding Safeguarding and Searching and Confiscation.
- The search is conducted either by the head teacher or a person authorised by them (or Deputy Head or Designated Safeguarding Lead) and one other person
- A member of the safeguarding team should normally be present
- The search should normally be conducted by a member of the same gender as the person being searched. However if the image being searched for is likely to be of a different gender to the person 'in possession' then the device should only be viewed by a member of the same gender as the person whose image it is.

If any illegal images of a young person are found the Safeguarding Team will discuss this with the Police.

The Association of Chief Police Officers (ACPO) advise that as a general rule it will almost always be proportionate to refer any incident involving 'aggravated' sharing of images to the Police, whereas purely 'experimental' conduct may proportionately dealt with without such referral, most particularly if it involves the young person sharing images of themselves.

'Experimental conduct' commonly refers to that shared between two individuals (e.g. girlfriend and boyfriend) with no intention to publish the images further (*Youth-Produced Sexual Imagery Policy - Supplement 2*). Coercion is not a feature of such conduct, neither are requests for images sent from one person to multiple other young persons.

Any conduct involving, or possibly involving, the knowledge or participation of adults should always be referred to the police.

If an 'experimental' incident is not referred to the Police, the reasons for this should be recorded in the school's 'Safeguarding Incidents Log'.

Always put the young person first. Do not search the device if this will cause additional stress to the student/person whose image has been distributed. Instead rely on the description by the young person, secure the advice and contact the Police.

Never:

- Search a mobile device even in response to an allegation or disclosure if this is likely to cause additional stress to the student/young person UNLESS there is clear evidence to suggest not to do so would impede a police inquiry.
 - View the image unless it is unavoidable. Instead, respond to what you have been told the image contains.
 - Copy, print or share any material for evidence (it is illegal)
 - Move any material from one storage device to another
 - Discuss with parents, unless there is an issue where that's not possible
-
- Discuss with parents, unless there is an issue where that's not possible

Always:

- Refer to the Designated Safeguarding Lead, who is able to take any necessary strategic decisions.
- If it is felt necessary to view the image, discuss with the Headteacher or DSL first, and view with another member of staff present
- Record the fact that the images were viewed along with reasons and who was present. Sign and date.
- Record the incident. The Safeguarding Team employ a systematic approach to the recording of all safeguarding issues
- Act in accordance with school safeguarding search and confiscation policies and procedures
- Contact social care or the police if there is any concern that the young person is at risk of harm

If there is an indecent image of a child on a website or a social networking site then the Safeguarding Team will report the image to the site hosting it. Under normal circumstances the team would follow the reporting procedures on the respective website; however, in the case of a sexual imaging incident involving a child or young person where it may be felt that they may be at risk of abuse then the team will report the incident directly to CEOP: www.ceop.police.uk/ceop-report, so that law enforcement can make an assessment, expedite the case with the relevant provider and ensure that appropriate action is taken to safeguard the child.

Once the DSL has enough information, the decision should be made whether to deal with the matter in school or refer it to the police/social care. All information and decision-making should be recorded in line with school policy. If the incident has been dealt with in school, a further review should be held to assess risks.

The DSL should always refer to the police or social care if incident involves:

- an adult
- coercion, blackmail, or grooming
- concerns about capacity to consent, [e.g. SEND]
- images show atypical sexual behaviour for the child's developmental stage
- violent acts are depicted
- image shows sex acts and includes a child under 13
- a young person at risk of immediate harm as a result of the disclosure (for example, self-harm or suicide)

Step 3 - What To Do And Not Do With The Image

If the image has been shared across a personal mobile device:

Always

- Confiscate and secure the device(s). Close down or switch the device off as soon as possible. This may prevent anyone removing evidence 'remotely'.

Never

- View the image unless there is a clear reason to do so or view it without an additional adult present (this additional person does not need to view the image and certainly should not do so if they are of a different gender to the person whose image has been shared). The viewing of an image should only be done to establish that there has been an incident which requires further action.
- Send, share or save the image anywhere (**this is illegal**)

- Allow students to do any of the above

If the image has been shared across a school network, a website or a social network:

Always

- Block the network to all users and isolate the image

Never

- Send or print the image
- Move the material from one place to another
- View the image outside of the protocols in the school's safeguarding and child protection policies and procedures.

Deleting images (from devices and social media)

If the school decides that involving other agencies is not necessary, consideration should be given to deleting the images.

It is recommended that pupils are asked to delete the images themselves and confirm they have done so. This should be recorded, signed, and dated.

Any refusal to delete the images should be treated seriously, reminding the pupil that possession is unlawful.

Step 4 - Who Should Deal With The Incident?

Often, the first port of call for a student is a class teacher. Regardless of who the initial disclosure is made to she/he must act in accordance with the school safeguarding and/or child protection policy, ensuring that a member of the Safeguarding Team and a senior member of staff are involved in dealing with the incident.

The Designated Safeguarding Lead should always record the incident. The Headteacher should also always be informed- usually by the DSL. There may be instances where the image needs to be viewed and this should be done in accordance with protocols and only if unavoidable.

Step 5 - Deciding on a Response

There may be many reasons why a student has engaged in sexual imaging – it may be a romantic/sexual exploration scenario or it may be due to coercion.

It is important to remember that it won't always be appropriate to inform the police; this will depend on the nature of the incident (see *Youth-Produced Sexual Imagery Policy - Supplement 1* for definitions). However, as a school it is important that incidents are consistently recorded. It may also be necessary to assist the young person in removing the image from a website or elsewhere.

If indecent images of a young person are found:

- Act in accordance with the Safeguarding policy i.e. inform the Safeguarding Team
- Store the device securely
- The Safeguarding Team should carry out a risk assessment in relation to the young person
- The Safeguarding Team will make a referral if needed

- The Safeguarding Team will contact the police (if appropriate). Referrals may be made to Social Care but where a crime may be thought to have taken place the police are the first port of call. Young persons who have engaged in 'experimental sexual imaging' which is contained between two persons will be referred to Social Care for support and guidance. Those who are felt to be victims of 'sexual imaging' will also be referred to Social Care at a point where the police feel that this will not impede an investigation.
- The young person's Supervisor will put the necessary safeguards in place for the student, e.g. they may need counselling support or immediate protection.
- Inform parents and/or carers about the incident and how it is being managed.

Step 6 - Containment and Prevention

The young persons involved in 'sexual imaging' may be left feeling sensitive and vulnerable for some time. They will require monitoring by and support from their Guidance/Pastoral teams.

Where cases of 'sexual imaging' become widespread or there is thought to be the possibility of contagion then the school will reinforce the need for safer 'online' behaviour using a variety of resources.

Other staff may need to be informed of incidents and should be prepared to act if the issue is continued or referred to by other students. The school, its students and parents should be on high alert, challenging behaviour and ensuring that the victim is well cared for and protected.

The students' parents should usually be told what has happened so that they can keep a watchful eye over the young person especially when they are online at home.

Step 7 - Review Outcomes and Procedures with the Aim of Preventing Future Incidents

The frequency or severity of such incidents may be such that the school will need to review its approach. Where this is the case, the King of Kings School will do the following:

- ensure that key policies e.g. Safeguarding, Anti-Bullying, Authorised User Policies are still relevant and can meet emerging issues.
- ensure that the school's infrastructure and technologies are robust enough to meet new challenges.
- ensure that both adults and young persons are alerted to the issues such as safety mechanisms, support mechanisms and the legal implications of such behaviour.
- use the Ofsted framework for Behaviour and Safety as a benchmark to test the strength of the school's approach.

Sexual imaging incidents relate to self-generated images on personally-owned devices, generally outside of school. The King of Kings School will adopt preventative education strategies for its young people and put in place appropriate staff training to identify and manage incidents. The following are resources currently available:

- CEOP resources at www.thinkuknow.co.uk. There is a film called Exposed and accompanying lesson plans for 11-16 year olds.

- The children's charity Childnet (www.childnet-int.org) have developed a drama for secondary school children on the issue of sexual imaging.
- Teachtoday is a source of advice for teachers on a variety of topics and does include information on the issue of sexual imaging www.teachtoday.eu.
- The Southwest Grid for Learning have developed a resource for young people: 'So you got naked online' which can be obtained from www.swgfl.org.uk. It supports them in knowing what to do if things have gone wrong online.

Youth-Produced Sexual Imagery Policy - Supplement 1

The Legal Position

It is important to be aware that young people involved in sharing sexual videos and pictures may be committing a criminal offence. Specifically, crimes involving indecent photographs (including pseudo images) of a person under 18 years of age fall under Section 1 of the Protection of Children Act 1978 and Section 160 Criminal Justice Act 1988. Under this legislation it is a crime to:

- take an indecent photograph or allow an indecent photograph to be taken;
- make an indecent photograph (this includes downloading or opening an image that has been sent via email);
- distribute or show such an image;
- possess with the intention of distributing images;
- advertise; and
- possess such images

While any decision to charge individuals for such offences is a matter for the Crown Prosecution Service, it is unlikely to be considered in the public interest to prosecute children. However, children need to be aware that they may be breaking the law. Although unlikely to be prosecuted, children and young people who send or possess images may be visited by police and on some occasions media equipment could be removed. This is more likely if they have distributed images.

The decision to criminalise children and young people for sending these kinds of images is a little unclear and may depend on local strategies. However, the current Association of Chief Police Officers (ACPO) position is that: *'ACPO does not support the prosecution or criminalisation of children for taking indecent images of themselves and sharing them. Being prosecuted through the criminal justice system is likely to be upsetting and distressing for children especially if they are convicted and punished. The label of sex offender that would be applied to a child or young person convicted of such offences is regrettable, unjust and clearly detrimental to their future health and wellbeing.'*

However, there are cases in which children and young people have been convicted and sent to prison. The important thing to remember is that whilst, as a school, we will want to consider the implications of reporting an incident over to the police, it is not our responsibility to make decisions about the seriousness of the matter; that responsibility lies with the Police and the CPS hence the requirement for the school to refer.

In summary sexual imaging is classed as illegal as it constitutes sharing and/or possessing an indecent image of a child.

Youth-Produced Sexual Imagery Policy - Supplement 2

Different Levels Of Sexual Imaging

The following is adapted from Wolak and Finkelhor '*Sexual imaging: a Typology*'. March 2011

Aggravated incidents involving criminal or abusive elements beyond the creation, sending or possession of youth-produced sexual images

- **Adult offenders** develop relationships with and seduce underage teenagers, in criminal sex offences even without the added element of youth-produced images. Victims may be family friends, relatives, community members or contacted via the Internet. The youth produced sexual images generally, but not always, are solicited by the adult offenders.
- **Youth Only: Intent to Harm** cases that:
 - arise from interpersonal conflict such as break-ups and fights among friends
 - involve criminal or abusive conduct such as blackmail, threats or deception
 - involve criminal sexual abuse or exploitation by juvenile offenders.
- **Youth Only: Reckless Misuse** no intent to harm but images are taken or sent without the knowing or willing participation of the young person who is pictured. In these cases, pictures are taken or sent thoughtlessly or recklessly and a victim may have been harmed as a result, but the culpability appears somewhat less than in the malicious episodes.

Experimental incidents involve the creation and sending of youth-produced sexual images, with no adult involvement, no apparent intent to harm or reckless misuse.

- **Romantic episodes** in which young people in ongoing relationships make images for themselves or each other, and images were not intended to be distributed beyond the pair.
- **Sexual Attention Seeking** in which images are made and sent between or among young people who were not known to be romantic partners, or where one youngster takes pictures and sends them to many others or posts them online, presumably to draw sexual attention.
- **Other:** cases that do not appear to have aggravating elements, like adult involvement, malicious motives or reckless misuse, but also do not fit into the Romantic or Attention Seeking sub-types. These involve either young people who take pictures of themselves for themselves (no evidence of any sending or sharing or intent to do so) or pre-adolescent children (age 9 or younger) who did not appear to have sexual motives.

Appendix 5: Online (e-Safety) And Data Protection Policy

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Introduction

ICT in the 21st Century is seen as an essential resource to support learning and teaching, as well as playing an important role in the everyday lives of children, young people and adults. Consequently, schools need to build in the use of these technologies in order to arm our young people with the skills to access life-long learning and employment.

Information and Communications Technology covers a wide range of resources including; web-based and mobile learning. It is also important to recognise the constant and fast paced evolution of ICT within our society as a whole. Currently the internet technologies children and young people are using both inside and outside of the classroom include:

- Websites
- Apps
- E-mail, Instant Messaging and chat rooms
- Social Media, including Facebook and Twitter
- Mobile/ Smart phones with text, video and/ or web functionality
- Other mobile devices including tablets and gaming devices
- Online Games
- Learning Platforms and Virtual Learning Environments
- Blogs and Wikis
- Podcasting
- Video sharing
- Downloading
- On demand TV and video, movies and radio / Smart TVs

Whilst exciting and beneficial both in and out of the context of education, much ICT, particularly web-based resources, are not consistently policed. All users need to be aware of the range of risks associated with the use of these Internet technologies and that some have minimum age requirements (13 years in most cases).

At The King of Kings School, we understand the responsibility to educate our pupils on e-Safety Issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom.

Online safety is a key part of safeguarding so that young people do not see the internet as a separate part of their lives.

Schools hold personal data on learners, staff and others to help them conduct their day-to-day activities. Some of this information is sensitive and could be used by another person or criminal organisation to cause harm or distress to an individual. The loss of sensitive information can result in media coverage, and potentially damage the reputation of the school. This can make it more difficult for your school to use technology to benefit learners.

Everybody in the school community has a shared responsibility to secure any sensitive information used in their day-to-day professional duties and even staff not directly involved in data handling should be made aware of the risks and threats and how to minimise them.

Both this policy and the Acceptable Use Agreement (for all staff, Governors, regular visitors [for regulated activities] and pupils) are inclusive of both fixed and mobile internet; technologies provided by the school (such as PCs, laptops, mobile devices, webcams, whiteboards, voting systems, digital video equipment, etc.); and technologies owned by pupils and staff, but brought onto school premises (such as laptops, mobile phones and other mobile devices).

Note: Online safety

Governing bodies and proprietors should regularly review the effectiveness of school filters and monitoring systems. They should ensure that the leadership team and relevant staff are:

- aware of and understand the systems in place
- manage them effectively
- know how to escalate concerns when identified.

Schools and colleges should use communications with parents and carers to reinforce the importance of children being safe online. Schools should share information with parents/carers about:

- what systems they have in place to filter and monitor online use
- what they are asking children to do online, including the sites they will be asked to access
- who from the school or college (if anyone) their child is going to be interacting with online.

Monitoring

Authorised ICT staff may inspect any ICT equipment owned or leased by the school at any time without prior notice. If you are in doubt as to whether the individual requesting such access is authorised to do so, please contact the Headteacher or Deputy Headteacher. Any ICT authorised staff member will be happy to comply with this request.

ICT authorised staff may monitor, intercept, access, inspect, record and disclose telephone calls, e-mails, instant messaging, internet/intranet use and any other electronic communications (data, voice, video or image) involving its employees or contractors, without consent, to the extent permitted by law. This may be to confirm or obtain school business related information; to confirm or investigate compliance with

King of Kings School Safeguarding and Child Protection Policy

school policies, standards and procedures; to ensure the effective operation of school ICT; for quality control or training purposes; to comply with a Subject Access Request under the Data Protection Act 1998, or to prevent or detect crime.

ICT authorised staff may, without prior notice, access the e-mail or voice-mail account where applicable, of someone who is absent in order to deal with any business-related issues retained on that account. If this happens, they will report this to the Headteacher or Deputy Headteacher who will log it.

All monitoring, surveillance or investigative activities are conducted by ICT authorised staff and comply with the Data Protection Act 1998, the Human Rights Act 1998, the Regulation of Investigatory Powers Act 2000 (RIPA) and the Lawful Business Practice Regulations 2000.

Please note that personal communications using School ICT may be unavoidably included in any business communications that are monitored, intercepted and/or recorded.

Breaches

A breach or suspected breach of policy by a school employee, contractor or pupil may result in the temporary or permanent withdrawal of school ICT hardware, software or services from the offending individual.

For staff, any policy breach is grounds for disciplinary action in accordance with the school Disciplinary Procedure or, for Support Staff, in their Probationary Period as stated.

Policy breaches may also lead to criminal or civil proceedings.

The Information Commissioner's powers to issue monetary penalties came into force on 6 April 2010, allowing the Information Commissioner's office to serve notices requiring organisations to pay up to £500,000 for serious breaches of the Data Protection Act.

The data protection powers of the Information Commissioner's Office are to:

- Conduct assessments to check organisations are complying with the Act;
- Serve information notices requiring organisations to provide the Information Commissioner's Office with specified information within a certain time period;
- Serve enforcement notices and 'stop now' orders where there has been a breach of the Act, requiring organisations to take (or refrain from taking) specified steps in order to ensure they comply with the law;
- Prosecute those who commit criminal offences under the Act;
- Conduct audits to assess whether organisations' processing of personal data follows good practice,
- Report to Parliament on data protection issues of concern

For pupils, reference will be made to the school's behaviour policy.

Incident Reporting

Any security breaches or attempts, loss of equipment and any unauthorised use or suspected misuse of ICT must be immediately reported to the school's relevant responsible person. Additionally, all security breaches, lost/stolen equipment or data (including remote access ID and PINs), virus notifications, unsolicited emails, misuse or unauthorised use of ICT and all other policy non-compliance must be

reported to the relevant responsible person. The relevant responsible individuals in the school are as follows: the DSL, Beccy Judson, or the Deputy DSL, the Headteacher.

Please refer to the relevant section on Incident Reporting, e-Safety Incident Log & Infringements.

Computer Viruses

- All files downloaded from the Internet, received via e-mail or on removable media such as a memory stick must be checked for any viruses using school provided anti-virus software before being used.
- Never interfere with any anti-virus software installed on school ICT equipment.
- If your machine is not routinely connected to the school network, you must make provision for regular virus updates through your IT team.
- If you suspect there may be a virus on any school ICT equipment, stop using the equipment and contact your ICT support provider immediately. The ICT support provider will advise you what actions to take and be responsible for advising others that need to know.

Data Security

The accessing and appropriate use of school data is something that the school takes very seriously.

Guidance documents:

[HGfL: School Admin: School Office: Data Protection and Freedom of Information](#)

- Head teacher's Guidance – Data Security in Schools – Dos and Don'ts
- Network Manager/MIS Administrator or Manager Guidance – Data Security in Schools
- Staff Guidance – Data Security in Schools – Dos and Don'ts

Security

- It is the responsibility of everyone to keep passwords secure
- Staff are aware of their responsibility when accessing school data
- Staff have been made aware of Policy for ICT Acceptable Use
- Leadership have identified relevant responsible person, Beccy Judson.
- Staff keep all school related data secure. This includes all personal, sensitive, confidential or classified data
- Staff should avoid leaving any portable or mobile ICT equipment or removable storage media in unattended vehicles. Where this is not possible, keep it locked out of sight
- Staff should always carry portable and mobile ICT equipment or removable media as hand luggage, and keep it under their control at all times
- It is the responsibility of individual staff members to ensure the security of any personal, sensitive, confidential and classified information contained in documents faxed, copied, scanned or printed. This is particularly important when shared copiers (multi-function print, fax, scan and copiers) are used
- Anyone sending a confidential or sensitive fax should notify the recipient before it is sent

Protective Marking of Official Information

Staff must be trained to understand that they are personally responsible for securely handling any information that is entrusted to them, in line with local business processes.

- There is no requirement to mark routine OFFICIAL information.
- Optional descriptors can be used to distinguish specific type of information.
- Use of descriptors is at the school's discretion.
- Existing information does not need to be remarked.

In such cases where there is a clear and justifiable requirement to reinforce the 'need to know', assets should be conspicuously marked: **'OFFICIAL-SENSITIVE'**

Relevant Responsible Persons

Senior members of staff should be familiar with information risks and the school's response. Sometimes called a SIRO, a designated senior member has the following responsibilities:

- they lead on the information risk policy and risk assessment
- they advise school staff on appropriate use of school technology
- they act as an advocate for information risk management

The Office of Public Sector Information has produced [Managing Information Risk](http://www.nationalarchives.gov.uk/services/publications/information-risk.pdf), [<http://www.nationalarchives.gov.uk/services/publications/information-risk.pdf>] to support relevant responsible staff members in their role.

The SIRO in this school is Dr Bamidele Oyebande.

Information Asset Owner (IAO)

Any information that is sensitive needs to be protected. This will include the personal data of learners and staff; such as assessment records, medical information and special educational needs data. A responsible member of staff should be able to identify across the school:

- what information is held, and for what purposes
- what information needs to be protected, how information will be amended or added to over time
- who has access to the data and why
- how information is retained and disposed of

As a result this manager is able to manage and address risks to the information and make sure that information handling complies with legal requirements.

The handling of secured data is everyone's responsibility – whether they are an employee, consultant, software provider or managed service provider. Failing to apply appropriate controls to secure data could amount to gross misconduct or even legal action.

The IAO in this school is Dr Bamidele Oyebande, assisted by the Bursar.

Disposal Of Redundant ICT Equipment

- All redundant ICT equipment will be disposed of through an authorised agency. This should include a written receipt for the item including an acceptance of responsibility for the destruction

of any personal data

- All redundant ICT equipment that may have held personal data will have the storage media overwritten multiple times to ensure the data is irretrievably destroyed. Or if the storage media has failed it will be physically destroyed. We will only use authorised companies who will supply a written guarantee that this will happen
- Disposal of any ICT equipment will conform to:

The Waste Electrical and Electronic Equipment Regulations 2006

The Waste Electrical and Electronic Equipment (Amendment) Regulations 2007

<http://www.environment-agency.gov.uk/business/topics/waste/32084.aspx>

http://www.opsi.gov.uk/si/si2006/uksi_20063289_en.pdf

http://www.opsi.gov.uk/si/si2007/pdf/uksi_20073454_en.pdf?lang=e

Data Protection Act 1998

<https://ico.org.uk/for-organisations/education/>

Electricity at Work Regulations 1989

http://www.opsi.gov.uk/si/si1989/Uksi_19890635_en_1.htm

- The school will maintain a comprehensive inventory of all its ICT equipment including a record of disposal
- The school's disposal record will include:
 - Date item disposed of
 - Authorisation for disposal, including:
 - verification of software licensing
 - any personal data* likely to be held on the storage media?
 - How it was disposed of e.g. waste, gift, sale
 - Name of person & / or organisation who received the disposed item

* if personal data is likely to be held the storage media will be overwritten multiple times to ensure the data is irretrievably destroyed.

- Any redundant ICT equipment being considered for sale / gift will have been subject to a recent electrical safety check and hold a valid PAT certificate

Further information available at:

Waste Electrical and Electronic Equipment (WEEE) Regulations

Environment Agency web site

Introduction

<http://www.environment-agency.gov.uk/business/topics/waste/32084.aspx>

The Waste Electrical and Electronic Equipment Regulations 2006

http://www.opsi.gov.uk/si/si2006/uksi_20063289_en.pdf

The Waste Electrical and Electronic Equipment (Amendment) Regulations 2007

http://www.opsi.gov.uk/si/si2007/pdf/uksi_20073454_en.pdf?lang=e

Information Commissioner Website

<https://ico.org.uk/>

Data Protection Act – data protection guide, including the 8 principles

<https://ico.org.uk/for-organisations/education/>

Email

The use of e-mail within most schools is an essential means of communication for both staff and pupils. In the context of school, e-mail should not be considered private. Educationally, e-mail can offer significant benefits including; direct written contact between schools on different projects, be they staff based or pupil based, within school or internationally. We recognise that pupils need to understand how to style an e-mail in relation to their age and how to behave responsible online.

Managing E-Mail

- It is the responsibility of each account holder to keep the password secure.
- All e-mails should be written and checked carefully before sending, in the same way as a letter written on school headed paper
- Staff sending e-mails to external organisations, parents or pupils must cc. the Headteacher or Deputy as appropriate.
- E-mails created or received as part of your school job will be subject to disclosure in response to a request for information under the Freedom of Information Act 2000. You must therefore actively manage your e-mail account as follows:
 - Delete all e-mails of short-term value
 - Organise e-mail into folders and carry out frequent housekeeping on all folders and archives
- The forwarding of chain emails is not permitted in school.
- All pupil e-mail users are expected to adhere to the generally accepted rules of responsible online behaviour particularly in relation to the use of appropriate language and not revealing any personal details about themselves or others in e-mail communication, or arrange to meet anyone without specific permission, virus checking attachments
- Pupils must immediately tell a teacher/ trusted adult if they receive an offensive or upsetting e-mail
- Staff must inform the Headteacher if they receive an offensive e-mail
- Pupils are introduced to e-mail as part of the Computing Programme of Study
- However you access your school e-mail (whether directly, through webmail when away from the office or on non-school hardware) all the school e-mail policies apply

Sending E-Mails

- Keep the number and relevance of e-mail recipients, particularly those being copied, to the

minimum necessary and appropriate

- Do not send or forward attachments unnecessarily. Whenever possible, send the location path to the shared drive rather than sending attachments
- School e-mail is not to be used for personal advertising

Receiving E-Mails

- Check your e-mail regularly
- Never open attachments from an untrusted source; consult your network manager first
- Do not use the e-mail systems to store attachments. Detach and save business related work to the appropriate shared drive/folder
- The automatic forwarding and deletion of e-mails is not allowed

E-Mailing Personal, Sensitive, Confidential Or Classified Information

Where your conclusion is that e-mail must be used to transmit such data obtain express consent from your Headteacher to provide the information by e-mail and exercise caution when sending the e-mail and always follow these checks before releasing the e-mail:

- Verify the details, including accurate e-mail address, of any intended recipient of the information
- Where necessary, verify (by phoning) the details of a requestor before responding to e-mail requests for information
- Do not copy or forward the e-mail to any more recipients than is absolutely necessary
- Do not send the information to any person whose details you have been unable to separately verify (usually by phone)
- Request confirmation of safe receipt

Equal Opportunities: Students With SEND

The school endeavours to create a consistent message with parents for all pupils and this in turn should aid establishment and future development of the schools' e-Safety rules. However, staff should be aware that some pupils may require additional teaching including reminders, prompts and further explanation to reinforce their existing knowledge and understanding of e-Safety issues.

Where a pupil has poor social understanding, careful consideration should be given to group interactions when raising awareness of e-Safety. Internet activities should be planned and well managed for these children and young people.

E-Safety Roles And Responsibilities

As e-Safety is an important aspect of strategic leadership within the school, the Head Teacher and Governors have ultimate responsibility to ensure that the policy and practices are embedded and monitored.

The named e-Safety Safeguarding Officer in this school is Beccy Judson who has been designated this role. All members of the school community have been made aware of who holds this post.

It is the role of the e-Safety Safeguarding Officer to keep abreast of current issues and guidance through organisations such as the LEA, CEOP (Child Exploitation and Online Protection) and Childnet.

Senior Management and Governors are updated by the e-Safety Safeguarding Officer and all Governors have an understanding of the issues and strategies at our school in relation to local and national guidelines and advice.

This policy, supported by the school's acceptable use agreements for staff, Governors, visitors and pupils, is to protect the interests and safety of the whole school community. It is linked to the following mandatory school policies: Child protection, Health and Safety, Home-school agreements, and School Behaviour, Discipline and the Anti-bullying policies and PSHEE.

E-Safety In The Curriculum

ICT and online resources are increasingly used across the curriculum. We believe it is essential for e-Safety guidance to be given to the pupils on a regular and meaningful basis. E-Safety is embedded within our curriculum and we continually look for new opportunities to promote e-Safety.

- The school has a framework for teaching internet skills in Computing/IT (including coding for the Juniors, using Kahn Academy and SkillsPro for Senior Students) and PHSE lessons and programmes.
- The school provides opportunities within these curriculum areas to teach about e-Safety. The Kahn academy in particular teaches e-safety as part of its course.
- Educating pupils about the online risks that they may encounter outside school is done informally when opportunities arise and as part of the e-Safety curriculum
- Pupils are aware of the relevant legislation when using the internet such as data protection and intellectual property which may limit what they want to do but also serves to protect them
- Pupils are taught about copyright, respecting other people's information, safe use of images and other important areas through discussion, modeling and appropriate activities
- Pupils are aware of the impact of Cyberbullying and know how to seek help if they are affected by any form of online bullying. Pupils are also aware of where to seek advice or help if they experience problems when using the internet and related technologies; i.e. parent/ carer, teacher/ trusted staff member, or an organisation such as Cybermentors, Childline or CEOP report abuse button
- Pupils are taught to critically evaluate materials and learn good searching skills through cross curricular teacher models, discussions and via the Computing curriculum, such as through ECDL and the Kahn Academy programmes.

E-Safety Skills Development For Staff

- Our staff receive regular information and training on e-Safety and how they can promote the 'Stay Safe' online messages at annual staff INSET in the Autumn Term and by updates at termly INSET and where necessary at one of the weekly staff meetings.
- New staff receive information on the school's Acceptable Use policy as part of their induction
- All staff have been made aware of their individual responsibilities relating to the safeguarding of children within the context of e-Safety and know what to do in the event of misuse of technology by any member of the school community (see e-Safety Co-ordinator)
- All staff are encouraged to incorporate e-Safety activities and awareness within their curriculum areas and ensure they are adequately informed with up-to-date areas of concern.

Managing The School E-Safety Messages

- We endeavour to embed e-Safety messages across the curriculum whenever the internet and/or related technologies are used
- The e-Safety policy will be introduced to the pupils at the start of each school year

Incident Reporting, E-Safety & Infringements

Incident Reporting

Any security breaches or attempts, loss of equipment and any unauthorised use or suspected misuse of ICT must be immediately reported to the school's relevant responsible person or e-Safety Co-ordinator. Additionally, all security breaches, lost/stolen equipment or data (including remote access ID and PINs), virus notifications, unsolicited emails, misuse or unauthorised use of ICT and all other policy non-compliance must be reported to the Information Asset Owner.

E-Safety Incident Log

Some incidents may need to be recorded if they relate to a bullying, extremism or racist incident. A sample can be downloaded from <http://www.thegrid.org.uk/eservices/safety/incident.shtml>

Misuse And Infringements

Complaints

Complaints and/ or issues relating to e-Safety should be made to the e-Safety Safeguarding Officer, Beccy Judson, or Headteacher.
All incidents should be logged.

Inappropriate Material

- All users are aware of the procedures for reporting accidental access to inappropriate materials. The breach must be immediately reported to the e-Safety Safeguarding Officer, Beccy Judson, and the Headteacher.

- Deliberate access to inappropriate materials by any user will lead to the incident being logged by the relevant responsible person, Beccy Judson, and an investigation by the Headteacher . Depending on the seriousness of the offence, sanctions could include immediate suspension, possibly leading to dismissal and involvement of police for very serious offences

Managing an e-safety incident: <http://www.thegrid.org.uk/eservices/safety/incident.shtml>

Internet Access

The internet is an open worldwide communication medium, available to everyone, at all times. Anyone can view information, send messages, discuss ideas and publish material which makes it both an invaluable resource for education, business and social interaction, as well as a potential risk to young and vulnerable people.

Managing The Internet

- The school provides pupils with supervised access to Internet resources (where reasonable) through the school's fixed and mobile internet connectivity
- Staff will preview any recommended sites, online services, software and apps before use
- Searching for images through open search engines is discouraged when working with pupils
- If Internet research is set for homework, specific sites will be suggested that have previously been checked by the teacher. It is advised that parents recheck these sites and supervise this work. Parents will be advised to supervise any further research
- All users must observe software copyright at all times. It is illegal to copy or distribute school software or illegal software from other sources
- All users must observe copyright of materials from electronic resources

Internet Use

- You must not post personal, sensitive, confidential or classified information or disseminate such information in any way that may compromise the intended restricted audience
- Do not reveal names of colleagues, students, others or any other confidential information acquired through your job on any social networking site or other online application
- On-line gambling or gaming is not allowed

It is at the Head Teacher's discretion as to what internet activities are permissible for staff and students and how this is disseminated.

Infrastructure

- Our school employs some additional web-filtering which is the responsibility of Dr. Bamidele Oyebande who is the school's Network Manager
- IT use is monitored using a pro-active monitoring system.

- However, the school will avoid internet filter 'over-block' as this may place 'unreasonable restrictions on what children can be taught'.
- The School is aware of its responsibility when monitoring staff communication under current legislation and takes into account; Data Protection Act 1998, The Telecommunications (Lawful Business Practice) (Interception of Communications) Regulations 2000, Regulation of Investigatory Powers Act 2000, Human Rights Act 1998
- Staff and students are aware that school-based email and internet activity can be monitored and explored further if required
- If staff or pupils discover an unsuitable site, the screen must be switched off/ closed and the incident reported immediately to the e-safety coordinator or teacher as appropriate
- It is the responsibility of the school, by delegation to the network manager, to ensure that anti-virus protection is installed and kept up-to-date on all school machines
- Students and Staff using personal removable media are responsible for measures to protect against viruses, for example making sure that additional systems used have up-to-date virus protection software. It is neither the school's responsibility nor the network managers to install or maintain virus protection on personal systems. If students wish to bring in work on removable media it must be given to their Supervisor for a safety check first
- Students and staff are not permitted to download programs or files on school-based technologies without seeking prior permission from *their supervisor or ICT subject teacher, as appropriate*.
- If there are any issues related to viruses or anti-virus software, the network manager, Dr Bamidele Oyebande, should be informed.

Managing Other Online Technologies

Online technologies (including social networking sites, if used responsibly both outside and within an educational context) can provide easy to use, creative, collaborative and free facilities. However it is important to recognise that there are issues regarding the appropriateness of some content, contact, culture and commercialism. To this end, we encourage our pupils to think carefully about the way that information can be added and removed by all users, including themselves, from these sites.

- At present, the school endeavors to deny access to social networking and online games websites to pupils within school
- All pupils are advised to be cautious about the information given by others on such websites, for example users not being who they say they are
- Pupils are taught to avoid placing images of themselves (or details within images that could give background details) on such websites and to consider the appropriateness of any images they post due to the difficulty of removing an image once online
- Pupils are always reminded to avoid giving out personal details on websites which may identify them or where they are (full name, address, mobile/ home phone numbers, school details, IM/ email address, specific hobbies/ interests)
- Our pupils are advised to set and maintain their online profiles to maximum privacy and deny access to unknown individuals
- Pupils are encouraged to be wary about publishing specific and detailed private thoughts and information online

- Our pupils are asked to report any incidents of Cyberbullying to the school
- Staff may only create blogs, wikis or other online areas in order to communicate with pupils as approved by the Headteacher
- Services such as Facebook and Instagram have a 13+ age rating which should not be ignored <http://www.coppa.org/comply.htm>

Parental Involvement

We believe that it is essential for parents/carers to be fully involved with promoting e-Safety both in and outside of school and to be aware of their responsibilities

- Students are actively encouraged to contribute to adjustments or reviews of the school e-Safety policy by discussing the policy at School Council.
- Parents/carers are asked to read through and sign acceptable use agreements on behalf of their child on admission to the school.
- Parents/carers are required to make a decision as to whether they consent to images of their child being taken and used in the public domain (e.g., on school website).
- Parents/carers are expected to sign an acceptable use agreement .
- The school disseminates information to parents relating to e-Safety where appropriate through Information evenings and Newsletter items.

Passwords and Password Security

Passwords

- **Always use your own** personal passwords
- Make sure you enter your personal passwords each time you logon. Do not include passwords in any automated logon procedures
- Staff should change temporary passwords at first logon
- Change passwords whenever there is any indication of possible system or password compromise
- **Only disclose your personal password to authorised ICT support staff when necessary, and never to anyone else.** Ensure that all personal passwords that have been disclosed are changed once the requirement is finished
- **Never tell a child or colleague your password**
- **If you aware of a breach of security with your password or account inform the Headteacher immediately**
- Passwords must contain a minimum of six characters and be difficult to guess

- Passwords should contain a mixture of upper and lowercase letters, numbers and symbols

If you think your password may have been compromised or someone else has become aware of your password report this to your Head Teacher.

Password Security

Password security is essential for staff, particularly as they are able to access and use pupil data. Staff are expected to have secure passwords which are not shared with anyone. The pupils are expected to keep their passwords private and not to share with others, particularly their friends. Staff and pupils are regularly reminded of the need for password security.

- All users read and sign an Acceptable Use Agreement to demonstrate that they have understood the school's e-Safety Policy and Data Security
- Pupils are not permitted to deliberately access on-line materials or files on the school network or local storage devices of their peers, teachers or others
- Staff are aware of their individual responsibilities to protect the security and confidentiality of the school networks, MIS systems and/or learning platform, including ensuring that passwords are not shared and are changed periodically. Individual staff users must also make sure that workstations are not left unattended and are locked.

Zombie Accounts

'Zombie accounts' refers to accounts belonging to users who have left the school and therefore no longer have authorised access to the school's systems. Such Zombie accounts when left active can cause a security threat by allowing unauthorised access. Prompt action on disabling accounts will prevent unauthorized access

Personal Or Sensitive Information

Protecting Personal, Sensitive, Confidential And Classified Information

- Ensure that any school information accessed from your own PC or removable media equipment is kept secure, and remove any portable media from computers when not attended.
- Ensure you lock your screen before moving away from your computer during your normal working day to prevent unauthorised access
- Ensure the accuracy of any personal, sensitive, confidential and classified information you disclose or share with others
- Ensure that personal, sensitive, confidential or classified information is not disclosed to any unauthorised person
- Ensure the security of any personal, sensitive, confidential and classified information contained in documents you fax, copy, scan or print. This is particularly important when shared Copiers (multi-function print, fax, scan and copiers) are used and when access is from a non-school environment
- Only download personal data from systems if expressly authorised to do so by your manager
- You must not post on the internet personal, sensitive, confidential, or classified information, or

disseminate such information in any way that may compromise its intended restricted audience

- Keep your screen display out of direct view of any third parties when you are accessing personal, sensitive, confidential or classified information
- Ensure hard copies of data are securely stored and disposed of after use in accordance with the document labelling

Storing/Transferring Personal, Sensitive, Confidential Or Classified Information Using Removable Media

- Ensure removable media is purchased with encryption
- Store all removable media securely
- Securely dispose of removable media that may hold personal data
- Encrypt all files containing personal, sensitive, confidential or classified data
- Ensure hard drives from machines no longer in service are removed and stored securely or wiped clean
-

Guidance on How to Encrypt Files:

<http://www.thegrid.org.uk/info/dataprotection/index.shtml#securedata>

Remote Access

- You are responsible for all activity via your remote access facility
- Only use equipment with an appropriate level of security for remote access
- To prevent unauthorised access to school systems, keep all dial-up access information such as telephone numbers, logon IDs and PINs confidential and do not disclose them to anyone
- Select PINs to ensure that they are not easily guessed, e.g. do not use your house or telephone number or choose consecutive or repeated numbers
- Avoid writing down or otherwise recording any network access information. Any such information that is written down must be kept in a secure place and disguised so that no other person will be able to identify what it is
- Protect school information and data at all times, including any printed material produced while using the remote access facility. Take particular care when access is from a non-school environment

Safe Use of Images

Taking of Images and Film

The following applies to all parts of the school including the Early Years and Reception class.

Digital images are easy to capture, reproduce and publish and, therefore, misuse. We must remember that it is not appropriate to take or store images of any member of the school community or public, without first seeking consent and considering the appropriateness.

Guidance can be found: <http://www.thegrid.org.uk/eservices/safety/research/index.shtml#safeuse>

- With the written consent of parents (on behalf of pupils) and staff, the school permits the appropriate taking of images by staff and pupils using school equipment.
- Staff are not permitted to use personal digital equipment, such as mobile phones and cameras, to record images of students, including on field trips. However, with the express permission of the Headteacher, images can be taken provided they are transferred immediately and solely to the school's network and deleted from the staff device.
- Students are not permitted to use personal digital equipment, including mobile phones and cameras, to record images of pupils, staff and others without advance permission from the Headteacher.
- Pupils and staff must have permission from the Headteacher before any image can be uploaded for publication.

Consent of Adults who Work at the School

- Permission to use images of all staff who work at the school is sought on induction and a copy kept on file.

Publishing Pupil's Images and Work

On a child's entry to the school, all parents/carers will be asked to give permission to use their child's work/photos in the following ways:

- on the school web site
- in the school prospectus and other printed publications that the school may produce for promotional purposes
- recorded/ transmitted on a video or webcam
- on the school's learning platform or Virtual Learning Environment
- in display material that may be used in the school's communal areas
- in display material that may be used in external areas, i.e. exhibition promoting the school
- general media appearances, e.g. local/ national media/ press releases sent to the press highlighting an activity (sent using traditional methods or electronically)

This consent form is considered valid for the entire period that the child attends this school unless there is a change in the child's circumstances where consent could be an issue, e.g. divorce of parents, custody issues, etc.

Parents or carers may withdraw permission, in writing, at any time. Consent must also be given in writing and will be kept on record by the school.

Students' full names will not be published alongside their image and vice versa. E-mail and postal addresses of pupils will not be published. Pupils' full names will not be published.

Before posting student work on the Internet, a check needs to be made to ensure that permission has been given for work to be displayed.

Only the ICT Manager or Justine Golamhossen has authority to upload to the internet.

Further information relating to issues associated with school websites and the safe use of images in schools may be found at:

<http://www.thegrid.org.uk/schoolweb/safety/index.shtml>

<http://www.thegrid.org.uk/info/csf/policies/index.shtml#images>

Storage of Images

- Images/films of children are stored on the school's network
- Pupils and staff are not permitted to use personal portable media for storage of images (e.g., USB sticks) without the express permission of the Headteacher
- Rights of access to this material are restricted to the teaching staff and pupils within the confines of the school network or other online school resource
- Either **Beccy Judson or Justine Golamhossen will delete** the images when they are no longer required.

Webcams And CCTV

- We do not use publicly accessible webcams in school
- Webcams will not be used for broadcast on the internet without prior parental consent
- Misuse of the webcam by any member of the school community will result in sanctions (as listed under the "inappropriate materials" section of this document). Consent is sought from parents/carers and staff on joining the school, in the same way as for all images.
- Webcams include any camera on an electronic device which is capable of producing video. School policy should be followed regarding the use of such personal devices

Further information relating to webcams and CCTV may be found at:

<http://www.thegrid.org.uk/schoolweb/safety/webcams.shtml>

VIDEO CONFERENCING

- Permission is sought from parents and carers if their children are involved in video conferences with end-points outside of the school
- All students are supervised by a member of staff when video conferencing
- Approval from the Headteacher is sought prior to all video conferences within school to end-points beyond the school
- The school conferencing equipment is not set to auto-answer and is only switched on for scheduled and approved conferences
- No part of any video conference is recorded in any medium without the written consent of those taking part

Additional points to consider:

Participants in conferences offered by 3rd party organisations may not be DBS (previously CRB) checked. Conference supervisors need to be familiar with how to use the video conferencing equipment, particularly how to end a call if at any point any person taking part becomes unhappy with the content of the conference.

Further information and guidance relating to Video Conferencing may be found at:

<http://www.thegrid.org.uk/learning/ict/technologies/videoconferencing/index.shtml>

School ICT Equipment Including Portable & Mobile ICT Equipment and Removable Media

School ICT Equipment

- As a user of the school ICT equipment, you are responsible for your activity
- Do not allow your visitors to plug their ICT hardware into the school network points (unless special provision has been made). They should be directed to the wireless ICT facilities if available.
- Ensure that all ICT equipment that you use is kept physically secure
- Do not attempt unauthorised access or make unauthorised modifications to computer equipment, programs, files or data. This is an offence under the Computer Misuse Act 1990
- It is imperative that you save your data on a frequent basis to the school's network. You are responsible for the backup and restoration of any of your data that is not held on the school's network
- Personal or sensitive data should not be stored on the local drives of desktop PC, laptop, USB memory stick or other portable device. If it is necessary to do so the local drive must be encrypted
- It is recommended that a time locking screensaver is applied to all machines. Any device accessing personal data must have a locking screensaver as must any user profiles
- Privately owned ICT equipment should not be used on a school network without permission of the Headteacher or the Network Manager (Dr Bamidele Oyebande).
- On termination of employment, resignation or transfer, return all school ICT equipment to the school. You must also provide details of all your system logons so that they can be disabled
- It is your responsibility to ensure that any information accessed from your own PC or removable media equipment is kept secure, and that no personal, sensitive, confidential or classified information is disclosed to any unauthorised person.
- All ICT equipment allocated to staff must be authorised by the Headteacher.
 - maintaining control of the allocation
 - recovering and returning equipment when no longer needed
- All redundant ICT equipment is disposed of in accordance with Waste Electrical and Electronic Equipment (WEEE) directive and Data Protection Act (DPA)

Portable & Mobile ICT Equipment

This section covers such items as laptops, mobile devices and removable data storage devices. Please refer to the relevant sections of this document when considering storing or transferring personal or sensitive data.

- All activities carried out on school systems and hardware will be monitored
 - Staff must ensure that all school data is stored on the school network, and not kept solely on the laptop. Any equipment where personal data is likely to be stored must be encrypted
- Equipment must be kept physically secure in accordance with this policy to be covered
- for insurance purposes, when travelling by car, best practice is to place the laptop in the boot of your car before starting your journey

- Ensure portable and mobile ICT equipment is made available as necessary for anti-virus updates and software installations, patches or upgrades
- The installation of any applications or software packages must be authorised by the ICT support team, and only carried out by your ICT support
- In areas where there are likely to be members of the general public, portable or mobile ICT equipment must not be left unattended and, wherever possible, must be kept out of sight
- Portable equipment must be transported in its protective case if supplied

Mobile Technologies

Many emerging technologies offer new opportunities for teaching and learning including a move towards personalised learning and 1:1 device ownership for children and young people. Mobile technologies such as Smartphones, Blackberries, iPads, games players, are generally very familiar to children outside of school. They often provide a collaborative, well-known device with possible internet access and thus open up risk and misuse associated with communication and internet use. Emerging technologies will be examined for educational benefit and the risk assessed before use in school is allowed. Our school chooses to manage the use of these devices in the following ways so that users exploit them appropriately.

Personal Mobile Devices (Including Phones)

- The school allows staff to bring in personal mobile phones and devices for their own use. Under no circumstances does the school allow a member of staff to contact a pupil or parent/carer using their personal device
- Senior students only are allowed to bring personal mobile devices/phones to school but must not use them for personal purposes during the school day. At all times the device must be switched onto silent.
- This technology may be used for educational purposes, as mutually agreed with the Headteacher. The device user, in this instance, must always ask the prior permission of the bill payer
- The school is not responsible for the loss, damage or theft of any personal mobile device
- The sending of inappropriate text messages between any member of the school community is not allowed
- Permission must be sought before any image or sound recordings are made on these devices of any member of the school community
- Users bringing personal devices into school must ensure there is no inappropriate or illegal content on the device
- Never use a hand-held mobile phone whilst driving a vehicle

School Provided Mobile Devices (Including Phones)

- The school does not provide any mobile devices
- The sending of inappropriate text messages between any member of the school community is not allowed.
- Permission must be sought before any image or sound recordings are made on the devices of any member of the school community.
- Where the school provides mobile technologies such as phones, laptops and iPads for offsite visits and trips, only these devices should be used.
- Where the school provides a laptop for staff, only this device may be used to conduct school business outside of school.
- Never use a hand-held mobile phone whilst driving a vehicle

Telephone Services

- You may make or receive personal telephone calls provided:
 1. They are infrequent, kept as brief as possible and do not cause annoyance to others.
 2. They are not for profit or to premium rate services.
 3. They conform to this and other relevant HCC and school policies.
- School telephones are provided specifically for school business purposes and personal usage is a privilege that will be withdrawn if abused.

Be aware that the laws of slander apply to telephone calls. Whilst a telephone call may seem to have a temporary and private existence it still qualifies as admissible evidence

- in slander law cases
- Ensure that your incoming telephone calls can be handled at all times.
- Follow the appropriate procedures in the event of receiving a telephone call containing a bomb threat. See the laminated sheet in the drinks area of the main hall.

Removable Media

- Always consider if an alternative solution already exists.
- Only use recommended removable media.
- Password protect.
- Store all removable media securely.

Removable media must be disposed of securely by your ICT support team.

Servers

The King of Kings School abides by the following criteria:

- Always keep servers in a locked and secure environment
- Limit access rights
- Always password protect and lock the server
- Existing servers should have security software installed appropriate to the machine's specification
- Data must be backed up regularly using dropbox

Systems And Access

- Each staff member is responsible for all activity on school systems carried out under any access/account rights assigned to them, whether accessed via school ICT equipment or their own PC
- Staff must not allow any unauthorised person to use school ICT facilities and services that have been provided to them
- They must ensure they remove portable media from their computer when it is left unattended
- Use only their own personal logons, account IDs and passwords and do not allow them to be used by anyone else
- Keep their screen display out of direct view of any third parties when they are accessing personal, sensitive, confidential or classified information
- Ensure they lock their screen before moving away from your computer during the normal working day to protect any personal, sensitive, confidential or otherwise classified data and to prevent unauthorised access
- Ensure that they logoff from the PC completely when you are going to be away from the computer for a longer period of time
- Do not introduce or propagate viruses
- It is imperative that they do not access, load, store, post or send from school ICT any material that is, or may be considered to be, illegal, offensive, libelous, pornographic, obscene, defamatory, intimidating, misleading or disruptive to the school or may bring the school or HCC into disrepute. This includes, but is not limited to, jokes, chain letters, files, emails, clips or images that are not part of the school's business activities; sexual comments or images, nudity, racial slurs, gender specific comments, or anything that would offend someone on the basis of their age, sexual orientation, religious or political beliefs, national origin, or disability (in accordance with the Sex Discrimination Act, the Race Relations Act and the Disability Discrimination Act)
- Any information held on School systems, hardware or used in relation to School business may be subject to The Freedom of Information Act

- Where necessary, obtain permission from the owner or owning authority and pay any relevant fees before using, copying or distributing any material that is protected under the Copyright, Designs and Patents Act 1998
- It is essential that any hard drives which may have held personal or confidential data are 'scrubbed' in way that means the data can no longer be read. It is not sufficient to simply delete the files or reformat the hard drive. Whoever you appoint to dispose of the equipment must provide a **written guarantee** that they will irretrievably destroy the data by multiple over writing the data.

Social Media

Facebook, Twitter and other forms of social media are increasingly becoming an important part of our daily lives.

- Our school uses Facebook and Twitter to communicate with parents and carers. Justine Golamhossen is responsible for all postings on these technologies and monitors responses from others
- Staff are not permitted to access their personal social media accounts using school equipment at during school hours without the permission of the Headteacher.
- Students are not permitted to access their social media accounts whilst at school
- Staff, Governors, students, parents and carers are regularly provided with information on how to use social media responsibly and what to do if they are aware of inappropriate use by others
- Staff, Governors, students, parents and carers are aware that the information, comments, images and video they post online can be viewed by others, copied and stay online forever
- Staff, Governors, pupils, parents and carers are aware that their online behaviour should at all times be compatible with UK law

Writing And Reviewing This Policy

Staff And Student Involvement In Policy Creation

Staff, Governors and student have been involved in making/reviewing the Policy for ICT Acceptable Use through staff meetings, email and Student Council.

Review Procedure

There will be on-going opportunities for staff to discuss with the e-Safety coordinator any e-Safety issue that concerns them.

There will be on-going opportunities for staff to discuss with the AIO any issue of data security that concerns them.

This policy will be reviewed annually and consideration will be given to the implications for future whole school development planning.

The policy will be amended if new technologies are adopted or Central Government change the orders or guidance in any way.

This policy has been read, amended and approved by the staff, head teacher and Governors.

Acceptable Use Agreements and E-Safety Rules

The King of Kings School

Primary Pupil Acceptable Use Agreement / e-Safety Rules

- I will only use ICT in school for school purposes.
- I will only use my class e-mail address or my own school e-mail address when e-mailing.
- I will only open e-mail attachments from people I know, or who my teacher has approved
- I will not tell other people my ICT passwords.
- I will only open/delete my own files.
- I will make sure that all ICT contact with other children and adults is responsible, polite and sensible.
- I will not look for, save or send anything that could be unpleasant or nasty. If I accidentally find anything like this I will tell my teacher immediately.
- I will not give out my own/others' details such as name, phone number or home address. I will not arrange to meet someone or send my image unless this is part of a school project approved by my teacher and a responsible adult comes with me.
- I will be responsible for my behaviour when using ICT because I know that these rules are to keep me safe.
- I will support the school approach to online safety and not upload or add any images, video, sounds or text that could upset any member of the school community.
- I know that my use of ICT can be checked and my parent/carers contacted if a member of school staff is concerned about my safety.
- I will not sign up for any online service unless this is an agreed part of a school project approved by my teacher.
- I will not bring a Smart Watch to school because I am not allowed to wear one

during the school day.

- I will not sign up to online services until I am old enough.
- I will not access terrorism or extremist material on my phone or on any computer, whether fixed, laptop, belonging to me or belonging to the school.

The King of Kings School

Dear Parent/ Carer

ICT including the internet, e-mail and mobile technologies has become an important part of learning in our school. We expect all children to be safe and responsible when using any ICT.

Please read and discuss these e-Safety rules with your child and return the slip at the bottom of this page. If you have any concerns or would like some explanation please contact child's Supervisor.

Please take care to ensure that appropriate systems are in place at home to protect and support your child/ren.

With kind regards,

Brenda Lewis
Headteacher

"

Parent/ carer signature

We have discussed this document with (Child's name) and we agree to follow the e-Safety rules and to support the safe use of ICT at The King of Kings School

Parent/ Carer Signature

Class Date

The King of Kings School

Senior Pupil Acceptable Use Agreement / e-Safety Rules

- I will only use ICT systems in school, including the internet, e-mail, digital video, and mobile technologies, for school purposes.
- I will not download or install software on school technologies.
- I will only log on to the school network, other systems and resources with my own user name and password.
- I will follow the school's ICT security system and not reveal my passwords to anyone.
- I will make sure that all ICT communications with pupils, teachers or others is responsible and sensible.
- I will be responsible for my behaviour when using the Internet. This includes resources I access and the language I use.
- I will not browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material I will report it immediately to my teacher.
- I will not give out any personal information such as name, phone number or address. I will not arrange to meet someone unless this is part of a school project approved by my teacher.
- I am aware that when I take images of pupils and/ or staff that I must only store and use these for school purposes in line with school policy and must never distribute these outside the school network without the permission of all parties involved. This includes school breaks and all occasions when I am in school uniform or when otherwise representing the school.
- I will ensure that my online activity, both in school and outside school, will not cause my school, the staff, pupils or others distress or bring the school community into disrepute, including through uploads of images, video, sounds or texts.
- I will support the school approach to online safety and not upload or add any images, video, sounds or text that could upset any member of the school community.
- I will respect the privacy and ownership of others' work on-line at all times.
- I will not attempt to bypass the internet filtering system.
- I understand that all my use of the Internet and other related technologies can be monitored and logged and can be made available to my teachers.
- I understand that these rules are designed to keep me safe and that if they are not followed, school sanctions will be applied and my parent/ carer may be contacted.
- I will not bring a Smart Watch to school because I am not permitted to wear one during the school day.
- I will not access terrorist or extremist material on my phone or on my laptop or on any school computer.
- I will not sign up to online services until I am old enough to do so.

The King of Kings School

Dear Parent/ Carer

ICT including the internet, e-mail, mobile technologies and online resources have become an important part of learning in our school. We expect all pupils to be safe and responsible when using any ICT. It is essential that pupils are aware of e-Safety and know how to stay safe when using any ICT.

Pupils are expected to read and discuss this agreement with their parent/carer and then to sign and follow the terms of the agreement. Any concerns or explanation can be discussed with your child's Supervisor, or with Beccy Judson.

Please return the bottom section of this form which will be kept on record at the school.

With kind regards,

Brenda Lewis

Headteacher

-----"

Parent/ carer signature

We have discussed this document with..... (Child's name) and we agree to follow the e-Safety rules and to support the safe use of ICT at The King of Kings School

Parent/ Carer Signature

Student Signature.....

Class Date

The King of Kings School

Parent/Carer Acceptable Use Agreement / Code of Conduct

ICT (including data) and the related technologies such as e-mail, the internet and mobile devices are an expected part of our daily working life in school. This policy is designed to ensure that all parents/carers are aware of their parental responsibilities regarding using any form of ICT in relation to the school. All parents are expected to sign this policy and adhere at all times to its contents. Any concerns or clarification should be discussed with your child's Supervisor or with Beccy Judson.

- I/we will support the school approach to online safety and not upload or add any text, image, sound or videos that could upset or offend any member of the school community, or bring the school name into disrepute.
- I/we will ensure that my/our online activity will not cause the school, staff, pupils or others distress or bring the school community into disrepute.
- I/we will support the school's policy and help prevent my/our child/children from signing up to services such as Facebook, Instagram, Snapchat and YouTube whilst they are underage (13+ years in most cases).
- I/we will close online accounts if I/we/teachers find that these accounts are active for our underage child/children.

I/we agree to follow this code of conduct and to support the safe and secure use of ICT throughout the school

Signature Date

Full Name (Printed)

Child's Name

Relationship to child

Signature Date

Full Name (Printed)

Child's Name

Relationship to child

The King of Kings School

Staff, Governor and Visitor Acceptable Use Agreement / Code of Conduct

ICT (including data) and the related technologies such as e-mail, the internet and mobile devices are an expected part of our daily working life in school. This policy is designed to ensure that all staff are aware of their professional responsibilities when using any form of ICT. All staff are expected to sign this policy and adhere at all times to its contents. Any concerns or clarification should be discussed with Beccy Judson.

- I will only use the school's email / Internet / Intranet / Learning Platform and any related technologies for professional purposes or for uses deemed acceptable by the Headteacher and the Governors
- I will comply with the ICT system security and not disclose any passwords provided to me by the school or other related authorities
- I will ensure that all electronic communications with students and staff are compatible with my professional role
- I will not give out my own personal details, such as mobile phone number, personal e-mail address, personal Twitter account, or any other social media link, to pupils
- I will ensure that personal data (such as data held on MIS software) is kept secure and is used appropriately, whether in school, taken off the school premises or accessed remotely. Personal data can only be taken out of school or accessed remotely when authorised by the Headteacher or Governors. Personal or sensitive data taken off site must be encrypted, e.g. on a password secured laptop or memory stick
- I will not install any hardware or software without permission of Beccy Judson or Dr Oyebande.
- I will not browse, download, upload or distribute any material that could be considered offensive, illegal or discriminatory
- Images of pupils and/ or staff will only be taken, stored and used for professional purposes in line with school policy and with written consent of the parent, carer or staff member
- Images will not be distributed outside the school network without the permission of the parent/ carer, member of staff or Headteacher
- I will support the school approach to online safety and not upload or add any images, video, sounds or text linked to or associated with the school or its community'
- I understand that all my use of the Internet and other related technologies can be monitored and logged and can be made available, on request, to my Headteacher
- I will respect copyright and intellectual property rights
- I will ensure that my online activity, both in school and outside school, will not bring the school, my professional reputation, or that of others, into disrepute
- I will support and promote the school's e-Safety and Data Security policies and help pupils to be safe and responsible in their use of ICT and related technologies
- I will not access extremist or terrorism material on my phone or on any laptop, fixed or laptop, belonging to me or to the school.
- I will not use personal electronic devices (including smart watches) in public areas of the school between the hours of 8.30am and 3.30pm, except where given permission by the Headteacher.
- I understand this forms part of the terms and conditions set out in my contract of employment

User Signature

I agree to follow this code of conduct and to support the safe and secure use of ICT throughout the school

Signature Date

Full Name (Printed)

Job title

Help And Support

Our organisation has a legal obligation to protect sensitive information under the Data Protection Act 2018. For more information visit the website of the Information Commissioner's Office <https://ico.org.uk/>

Advice on e-Safety * - <http://www.thegrid.org.uk/eservices/safety/index.shtml>

Further guidance * - <http://www.thegrid.org.uk/info/dataprotection/index.shtml#securedata>

Information Commissioner's Office – www.ico.org.uk

The Information Management Toolkit for Schools is available at:

https://cdn.ymaws.com/irms.site-ym.com/resource/collection/8BCEF755-0353-4F66-9877-CCDA4BFEEAC4/2016_IRMS_Toolkit_for_Schools_v5_Master.pdf

Safeguarding Children online – free expert advice: <http://www.getsafeonline.org>

Review Online (E-Safety) policy and practice at <https://360safe.org.uk/>

Cloud (Educational Apps) Software Services and the Data Protection Act – Departmental advice for local authorities, school leaders, school staff and governing bodies, October 2015 – this is an advice and information document issued by the Department for Education. The advice is non-statutory, and has been produced to help recipients understand some of the key principles and their obligations and duties in relation to the Data Protection Act 2018 (the DPA), particularly when considering moving some or all of their software services to internet-based “cloud” service provision –

<https://www.gov.uk/government/publications/cloud-software-services-and-the-data-protection-act>

For additional help, email school.ictsupport@education.gsi.gov.uk

Resources to support schools with online safety:

- Education for a Connected World framework from the UK Council for Child Internet Safety (UKCCIS)
- Guidance from the PSHE Association
- Be Internet Legends by Parent Zone and Google

Numerous organisations are listed in KCSIE 2024, that can provide support concerning online safety

Current Legislation

Acts Relating To Monitoring Of Staff Email

Data Protection Act 2018

Data Protection Act 2018

The Act requires anyone who handles personal information to comply with important data protection principles when treating personal data relating to any living individual. The Act grants individual's rights of access to their personal data, compensation and prevention of processing. The **Data Protection Act 2018** implements the European Union's [General Data Protection Regulation](https://www.legislation.gov.uk/ukpga/2018/12/contents/enacted) (GDPR) in national law,

<http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>

The Telecommunications (Lawful Business Practice)

(Interception of Communications) Regulations 2000

<http://www.hms0.gov.uk/si/si2000/20002699.htm>

Regulation of Investigatory Powers Act 2000

Regulating the interception of communications and making it an offence to intercept or monitor communications without the consent of the parties involved in the communication. The RIP was enacted to comply with the Human Rights Act 1998. The Telecommunications (Lawful Business Practice) (Interception of Communications) Regulations 2000, however, permit a degree of monitoring and record keeping, for example, to ensure communications are relevant to school activity or to investigate or detect unauthorised use of the network. Nevertheless, any monitoring is subject to informed consent, which means steps must have been taken to ensure that everyone who may use the system is informed that communications may be monitored. Covert monitoring without informing users that surveillance is taking place risks breaching data protection and privacy legislation.

<https://www.legislation.gov.uk/ukpga/2000/23>

Human Rights Act 1998

<https://www.legislation.gov.uk/ukpga/1998/42>

Other Acts Relating To E-Safety

Racial and Religious Hatred Act 2006

It is a criminal offence to threaten people because of their faith, or to stir up religious hatred by displaying, publishing or distributing written material which is threatening. Other laws already protect people from threats based on their race, nationality or ethnic background.

<http://www.legislation.gov.uk/ukpga/2006/1>

Sexual Offences Act 2003

The new grooming offence is committed if you are over 18 and have communicated with a child under 16 at least twice (including by phone or using the Internet) it is an offence to meet them or travel to meet them anywhere in the world with the intention of committing a sexual offence. Causing a child under 16 to watch a sexual act is illegal, including looking at images such as videos, photos or webcams, for your own gratification. It is also an offence for a person in a position of trust to engage in sexual activity with any person under 18, with whom they are in a

position of trust. Schools should already have a copy of *Working Together to Safeguard Children, 2023* document as part of their child protection packs.

<https://www.legislation.gov.uk/ukpga/2003/42>

Communications Act 2003 (section 127)

Sending by means of the Internet a message or other matter that is grossly offensive or of an indecent, obscene or menacing character; or sending a false message by means of or persistently making use of the Internet for the purpose of causing annoyance, inconvenience or needless anxiety is guilty of an offence liable, on conviction, to imprisonment. This wording is important because an offence is complete as soon as the message has been sent: there is no need to prove any intent or purpose.

<http://www.legislation.gov.uk/ukpga/2003/21/section/127>

The Computer Misuse Act 1990 (sections 1 – 3)

Regardless of an individual's motivation, the Act makes it a criminal offence to gain:

- access to computer files or software without permission (for example using another person's password to access files)
- unauthorised access, as above, in order to commit a further criminal act (such as fraud)
- impair the operation of a computer or program

UK citizens or residents may be extradited to another country if they are suspected of committing any of the above offences.

<https://www.legislation.gov.uk/ukpga/1990/18>

Malicious Communications Act 1988 (section 1)

This legislation makes it a criminal offence to send an electronic message (e-mail) that conveys indecent, grossly offensive, threatening material or information that is false; or is of an indecent or grossly offensive nature if the purpose was to cause a recipient to suffer distress or anxiety.

<https://www.legislation.gov.uk/ukpga/1988/27>

Copyright, Design and Patents Act 1988

Copyright is the right to prevent others from copying or using work without permission. Works such as text, music, sound, film and programs all qualify for copyright protection. The author of the work is usually the copyright owner, but if it was created during the course of employment it belongs to the employer. Copyright infringement is to copy all or a substantial part of anyone's work without obtaining their author's permission. Usually a licence associated with the work will allow a user to copy or use it for limited purposes. It is advisable always to read the terms of a licence before you copy or use someone else's material. It is also illegal to adapt or use software without a licence or in ways prohibited by the terms of the software licence.

<https://www.legislation.gov.uk/ukpga/1988/48>

Public Order Act 1986 (sections 17 – 29)

This Act makes it a criminal offence to stir up racial hatred by displaying, publishing or distributing written material which is threatening. Like the Racial and Religious Hatred Act 2006 it also makes the possession of inflammatory material with a view of releasing it a criminal offence.
<https://www.legislation.gov.uk/ukpga/1986/64>

Protection of Children Act 1978 (Section 1)

It is an offence to take, permit to be taken, make, possess, show, distribute or advertise indecent images of children in the United Kingdom. A child for these purposes is anyone under the age of 18. Viewing an indecent image of a child on your computer means that you have made a digital image. An image of a child also covers pseudo-photographs (digitally collated or otherwise). A person convicted of such an offence may face up to 10 years in prison.
<https://www.legislation.gov.uk/ukpga/1978/37>

Obscene Publications Act 1959 and 1964

Publishing an “obscene” article is a criminal offence. Publishing includes electronic transmission.
<https://www.legislation.gov.uk/ukpga/Eliz2/7-8/66> and
<http://www.legislation.gov.uk/ukpga/1964/74>

Protection from Harassment Act 1997

A person must not pursue a course of conduct, which amounts to harassment of another, and which he knows or ought to know amounts to harassment of the other.
A person whose course of conduct causes another to fear, on at least two occasions, that violence will be used against him is guilty of an offence if he knows or ought to know that his course of conduct will cause the other so to fear on each of those occasions.
<https://www.legislation.gov.uk/ukpga/1997/40>

Acts Relating To The Protection Of Personal Data

Data Protection Act 2018

<http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>

The Freedom of Information Act 2000

<https://www.legislation.gov.uk/ukpga/2000/36>
<https://ico.org.uk/for-organisations/guide-to-freedom-of-information/>

Counter-Terrorism And Security Act 2015 (Prevent), Anti-Radicalisation & Counter-Extremism Guidance

<https://www.gov.uk/government/publications/preventing-extremism-in-schools-and-childrens-services>

The school follows the document, *The Prevent duty Departmental Advice for Schools and Childcare Providers*, June 2023.

Appendix 6: Referral Procedures

To report concerns

Early Help: contact the Northern Early Help Hub on 0161 234 1973 and register the concern by completing an EHA form and send by email as below:

<i>To submit an EHA form, send securely and with Parents' written consent using 'The Agreement' to Early Help North</i>	0161 603 4239 EHAT@salford.gov.uk further information: earlyhelpnorth@salford.gov.uk
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Then continue to work with the family and the situation, using a holistic approach and strength-based conversations, calling in additional help if necessary, as below:

Levels 1-4, where the issue needs additional support, email Salford Contact Centre, mscreply@salford.gov.uk

Level 5, where the issue requires more urgent attention, or it is a safeguarding matter/there is significant risk of harm, the DSL should immediately ring the Salford Contact Centre on 0161 206 0604
Anyone can ring this number if necessary.

In an emergency, ring 999

For general advice, contact Northern Early Help Hub on 0161 234 1973
If you need to discuss a potential Safeguarding matter use the MASH Consultation Line on 0161 219 2895

Appendix 7: Applicants with Criminal Records

Information To Be Considered When Determining Whether An Applicant With A Criminal Record Is Suitable For Post Applied For

Adapted from <https://www.nacro.org.uk/resettlement-advice-service/support-for-employers/employing-someone-with-a-criminal-record/#suitable>

An assessment of the applicant's skills, qualifications, experience, and conviction circumstances will be weighed up against the risk assessment criteria for the job. To determine whether a criminal record is relevant, the information will be assessed in relation to the tasks which need to be performed and the circumstances in which the work is to be carried out. The following will be considered when deciding whether the offence is relevant to the post applied for:

- Does the post involve one-to-one contact with the children?
- What level of supervision will the post-holder receive? Is it unsupervised? Does it involve working in isolation?
- Does the post involve any direct responsibility for finance or items of value?
- Does the post involve direct regular contact with the public?
- Will the nature of the job present any opportunities for the post-holder to reoffend in the course of work?
- Are there any safeguards which can be put in place to minimise any potential risks?

If a shortlisted applicant who meets the requirements of the person specification discloses a criminal record that is not related directly to the post, a risk assessment will be conducted which includes meeting with the applicant to discuss the relevance of their criminal record. On the basis of the information provided, we shall take into account the following:

Nature of offence(s)

What type of offence or offences did the individual commit? I.e. theft, fraud, violence, possession of drugs, supply of drugs, sexual offences, public order or other offences. Did the offender commit one type of offence or a range of different offences?

Relevance

Is the offence relevant to the position in question? The relevant categories of offences in relation to the protection of children are generally considered to be serious, violent, sexual and drug-related offences, although the nature of the offence is not the only factor that ought to be considered. For example, a person with a previous history of drug-related convictions who has clearly moved on from that period may be particularly well-suited to support others with substance misuse problems. They should not be discounted simply on the basis that they have drug-related convictions.

Drink-driving offences are not generally considered relevant unless the job itself involves driving e.g. taxi driver or a bus driver.

Seriousness

How serious is any offence or allegations disclosed? This is important because all offence categories cover a very wide range of offences that vary in terms of seriousness. A sexual offence, for instance, covers everything from young men sleeping with their underage girlfriends to indecent assault and rape. Violence covers everything from slaps and smacks, normally recorded as battery or common assault, to

grievous bodily harm and murder. Drug offences cover everything from possession of small amounts of cannabis for personal use to possession of class A drugs with intent to supply. Burglary covers everything from taking goods from shop storerooms to entering the homes of elderly people, leaving them in fear. Arson ranges from setting fire to litter bins to destroying property and endangering lives. The name of the offence (the offence code) can often make the incident sound more serious than it was; which is why it is extremely important to gain further details of what actually took place and to consider the other factors listed here.

Offence circumstances

Who was involved? What happened? Where did it happen? When did it happen? How did it happen? Why did it happen?

What were the circumstances and the explanation offered by the applicant? Consideration will be given to whether there were any aggravating or mitigating circumstances. What was the applicant's attitude to their offending? Did they show any remorse or take responsibility for their actions? Did they try to make reparation to any victim?

In particular, the applicant's own circumstances at the time of the offending behaviour including issues with accommodation, education, employment, management of finances and income, lifestyle and associates, relationships, drugs and alcohol, emotional well-being or health will be taken into account. An explanation of the circumstances surrounding an offence will often be plausible and reassuring. For instance, the person who explains that, in fear and panic, they ended up assaulting someone who was threatening them during a bar fight, may not be as culpable as an individual who caused serious injury with intent during an armed robbery. It is important to bear in mind that only a small minority of offences take place in a work setting. We will also consider the fact that a person convicted of a serious offence may have completely changed their life around for the better.

It is important to be aware that it is incredibly difficult for an applicant seeking to show themselves in the best possible light to a prospective employer, to have to then discuss past matters that they may feel ashamed or embarrassed about. Taking that into account, we will look for openness and honesty, rather than denial and minimisation. We will consider the applicants' insight into their own behaviour, any indication of changed thinking, relevant changes in their circumstances, and where relevant, victim empathy rather than victim blame or shared responsibility.

Age of offences

We will consider the length of time that has passed since the offence that has been disclosed took place. Cautions or convictions that appear on a disclosure certificate may be very old, for example, dating back to when the person was growing up. They may not be relevant in many instances because applicants have put their past behind them.

The government recognises that people can and do put their offending behind them. This recognition is embodied in the Rehabilitation of Offenders Act 1974 (ROA) and by the introduction of the filtering system for positions subject to standard or enhanced disclosure checks. Reoffending statistics in the UK indicate that if individuals go a little more than two years without reoffending, they are no more likely to offend than those who have never offended.

Pattern of offending

We will consider whether the applicant committed a single offence, or whether there has been a pattern of offending behaviour or allegations. Is there a big gap between offences, or are there a number of offences within a short period? People who have a pattern of offending right up to the present date may not have put their offending behind them.

Those people with gambling, drink, or drug-related convictions, in particular, may remain a risk unless there is evidence of a clear break in the pattern of their offending. Nevertheless, many offenders, including repeat offenders, do eventually give up crime and settle down. They may have a particular

motivation for doing so (e.g. becoming a parent) and often there will be clear evidence shown throughout the other aspects of the recruitment process and on the disclosure certificate itself.

Changed circumstances

We will take into account whether the applicant's circumstances have changed since the offending took place. For instance, those convicted when young, perhaps as juveniles, often do not reoffend once they have family or mortgage responsibilities, because they have too much to lose by getting into trouble. As previously mentioned, many offenders, even those with long and serious records, can eventually change, as they simply grow out of a period of offending or seek help to address related problems.

As part of the risk assessment process we will try to establish the applicant's attitude at the time of the offence. What is their attitude now? How do they now feel about what happened? How do they feel about their part in what happened? Do they show remorse? Do they blame others? Do they feel a victim of injustice? How genuine is their expression? What efforts have they made not to reoffend? If they have one, can a reference be sought from their probation officer or support worker?

Having reviewed the circumstances at the time of the offence, we will then compare the applicant's circumstances at the time of them applying for the role. It may be that the applicant can provide the necessary reassurance that past issues have been resolved. However, many people with more recent convictions will also have reached the point where they want to put their offending behind them and put their talents to constructive use. If the offence is not work-related, or if the post is at a level of responsibility which means that the applicant does not pose a risk, we will consider recruiting them if in all other respects they are suitable for the job.

Carrying out a Risk Assessment

The school will gather as much information as possible to inform our assessment. Sources may include (but are not limited to) answers given during application and interview, self-declarations, disclosure certificates, disclosure statements, value-based interviewing, references and independent statements from support workers.

The applicant will be given the opportunity to address any concerns that we may have or discrepancies. This will be done in the form of a face-to-face meeting with the applicant. It will be made clear to the applicant that the purpose of the meeting is to discuss any relevant information that can inform our risk assessment. The meeting will be conducted with sensitivity and empathy, as discussing past convictions may be a great source of anxiety and embarrassment for the person concerned.

Careful thought will be given to the questions we plan to ask and the discussion will be kept focused on the individual and their feelings and attitudes. At least two people who were involved in the recruitment process will be present to provide support and take notes. We will remember it is not our responsibility to decide whether the court's decision or police course of action was the right or fair one. The purpose of the interview is to help us gather the necessary information to assess whether the individual may pose a risk in the position applied for.

Once we have gathered all the relevant information, a risk assessment will be conducted; where any risks are identified, we will assess whether any appropriate safeguards can be put in place to minimise these risks. The assessment will be a documented decision-making process that is signed by those who have undertaken the assessment. If the applicant is successful in post, the risk assessment will be securely stored on their personnel file and reviewed as appropriate

DBS CERTIFICATE RISK ASSESSMENT

To be completed if the DBS Certificate/applicant has disclosed criminal record information

Name on DBS Certificate:

Certificate No:

Post:

Date of issue:

	Yes	No	Comments/Actions/Explanation
Was the applicant a juvenile at the time of any offence(s)?			
Does the disclosure show a pattern of offending?			
Does the disclosure show recent offences or a recent change in behaviour? How long ago was that?			
Do any offences have any relevance to the job role?			
Does the nature of the job present any opportunities for the post holder to reoffend in the place of work?			
Where completed, has the applicant disclosed their offences on the DCC form or in interview?			
What was the outcome of the discussion with the applicant about their criminal background?			
Will the post holder be supervised?			

Outcome of Assessment

I am satisfied that based on the above, the criminal background of this person should not prevent them taking up the position	
I am not satisfied that based on the above, the criminal background of this person makes them suitable to take up the position	

Chair of Governor's/Headteacher Name: _____

Chair of Governor's /Headteacher Signature: _____

Date: _____

Appendix 8: Briefing Sheet For Temporary Staff

For staff on short contracts at The King of Kings School

While working in The King of Kings School, you have a duty of care towards the students here. This means that at all times you should act in a way that is consistent with their safety and welfare.

If you have a concern about a child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the school Designated Safeguarding Lead (DSL), **Beccy Judson**, who can be found in the **Infant Learning Centre**.

This is not an exhaustive list but you may have become concerned as a result of:

- observing a physical injury, which you think may have been non-accidental
- observing something in the appearance of a child or young person which suggests they are not being sufficiently well cared for
- observing behaviour that leads you to be concerned about a child or young person
- a child or young person telling you that they have been subjected to some form of abuse

In any of these circumstances, you must write down what you saw or heard, date and sign your account, and give it to the DSL. This may be the beginning of a legal process – it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the child has been led in any way.

If a child talks to you about abuse, follow these guidelines:

- Rather than directly questioning the child, just listen and be supportive
- Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish
- Make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not promise confidentiality. You are obliged to share any information relating to abuse or neglect
- Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it, and mention anyone else who was present. Then sign it, and give your record to the **Designated Safeguarding Lead**, Beccy Judson, who will contact Children's Social Care if appropriate

The school has a policy on Safeguarding children and young people which you can find, together with the local procedures to be followed by all staff, in the **Headteacher's Office, in the file marked Safeguarding Policies**.

Remember, if you have a concern, discuss it with the DSL.

Appendix 9: Child Abuse

What is child abuse?

The following definitions are taken with reference to *Working Together to Safeguard Children* (2023). 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.

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.

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.

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.

The nature of neglect

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors.

Far more children are registered to the category of neglect on child protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

NSPCC research has highlighted the following examples of the neglect of children under 12:

- frequently going hungry
- frequently having to go to school in dirty clothes
- regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- being abandoned or deserted
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care.

Neglect is a difficult form of abuse to recognize and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*What to do if you are worried a child is being abused* 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the designated person/child protection co-ordinator.

Indicators of neglect

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.

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

Emotional abuse

The nature of emotional abuse

Most harm is produced in *low warmth, high criticism* homes, not from single incidents.

Emotional abuse is difficult to define, identify/recognise and/or prove.

Emotional abuse is chronic and cumulative and has a long-term impact.

All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.

Children can be harmed by witnessing someone harming another person – as in domestic violence.

It is sometimes possible to spot emotionally abusive behavior from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

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 (I'm stupid, ugly, worthless, etc)
- 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
- Neurotic behaviour
- Arriving early at school, leaving late

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 ("I deserve this")
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

Physical abuse

The nature of physical abuse

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* – e.g., shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map (annex 3) can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

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 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 (adults' 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.

Sexual abuse

The nature of sexual abuse

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, people working with the child in school, faith settings, clubs or activities, or other children. Children can also be subject to child sexual exploitation.

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.

Most people who sexually abuse children are men, but some women sexually abuse too.

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.

Appendix 10: Contact Details

Key Contacts	Name(s)	Telephone No.
DSL	Miss Beccy Judson	07786228508 beccyjudson@hotmail.co.uk
Deputy DSL	Mrs Brenda Lewis	School office: 0161 834 4214 07877783820 ebrendalewis@hotmail.co.uk
Prevent lead	Miss Beccy Judson	07786228508 beccyjudson@hotmail.co.uk
Manchester Prevent Partnership Coordinator	Samiya Butt	0161 234 1489 s.butt@manchester.gov.uk
Channel Team GMPCTU		01618566362 channel.project@gmp.police.uk
Safeguarding Governor	Dr Bamidele Oyebande	07990594098 dele@deleoye.com
Independent Governor	Mr Nigel Steele	07886924126 nigel@quoakle.com
Manchester Contact Centre/Children's Services	<i>(Including out of hours)</i>	Bridge Partnership: 0161 603 4500 Children's Social Care Early Help CAMHS Achieve Recovery Services GMP GM Mental Health NHS Worried about a child Emergency Duty Team (EDT) 0161 7948888 Link to Children's portal on: https://www.salford.gov.uk/Children-and-families/safeguarding-children/worried-about-a-child
Extremism	Police Channel Team Manchester Prevent Team DfE Salford Prevent Team	GMP CTU 0161 205 5061 in emergency, 999, otherwise, 101 channel.project@gmp.police.uk 0161 234 1489 s.butt@manchester.gov.uk 020 7340 7264 (non emergency) Counter.extremism@education.gsi.gov.uk Prevent online form Link on

		https://www.salford.gov.uk/people-communities-and-local-information/the-preveny-duty/referral-form-and-guidance
Greater Manchester Safeguarding Partnership	<i>Comprehensive list of contacts</i>	www.gmsafeguardingchildren.co.uk/contacts/ • 0161 234 3330 (answerphone out of hours) manchestersafeguardingpartnership@manchester.gov.uk Salford Safeguarding Children Partnership The Beacon Centre, 8a London Street Salford, M6 6QT sscp@salford.gov.uk SSCP enquiries 0161 603 4322
Additional Advice	CCPAS The Churches' Child Protection Advisory Service	0845 1204550 01322 517817 info@ccpas.co.uk
Police		101; in emergency, 999
Local Designated Officers (DOs)	Steve Westhead/Liz Peppiatt	0161 603 4350 (Bridge partnership number) stephen.westhead@salford.gov.uk
NSPCC Child Protection helpline	<i>(24-hour helpline)</i>	0808 800 5000 help@nspcc.org.uk
NSPCC Whistleblowing advice line		0800 028 0285 help@nspcc.org.uk
DBS		01325 953795 dbsdspatch@dbi.gsi.gov.uk
Teaching Regulation Agency		www.gov.uk/government/organisations/teaching-regulation-agency/about
Ofsted Safeguarding Children		0300123 4666 (Mon-Fri, 8 a.m.-6p.m.)
Safeguarding referral forms		www.manchesterscb.org.uk
Safeguarding Directorate for Children & Families Manchester City Council	Linda Evans	0161 234 4960 l.evans1@manchester.gov.uk
Early Help	<i>To submit an EHA form, send securely and with Bridge Parents' written</i>	further information: Salford: Bridge Partnership, see above Manchester:

	<i>consent using 'The Agreement' to Early Help North</i>	earlyhelpnorth@manchester.gov.uk
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If there are Safeguarding concerns or where child/young person is at significant risk of harm, Level 5, the school must contact Children's Services on 0161 234 5001
For general advice, contact Northern Early Help Hub: 0161 234 1973
If you need to discuss a potential Safeguarding matter: use the MASH Consultation Line (aka Social Work Consultation Line) 0161 219 2895
Urgent referrals: <u>Manchester</u> Children's Services 0161 234 5001 for specialist advice <u>Salford</u> Emergency Duty Team (EDT) 0161 7948888 Follow up referral in writing within 48 hours

In an emergency the DSL should ring 999

Important additional contact information

Manchester Family Information Service	0800 083 7921
Childline	0800 1111
NSPCC 24/7 Helpline	0800 800 5000
Barnado's (ICTA)	0800 942 8787
NSPCC FGM Helpline	0800 028 3550
National Bullying Helpline	0845 225 5787
Samaritans	116 123

Appendix 11: Traffic Light Tool

Brook sexual behaviours traffic light tool

Behaviours: age 0 to 5

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability. They are reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies,
- doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

Behaviours: age 5 to 9 and 9 to 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours 5-9

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

Green behaviours 9-13

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours 5-9

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

Amber behaviours 9-13

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours 5-9

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in
- sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

Red behaviours 9-13

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

Behaviours: age 13 to 17

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- accessing exploitative or violent pornography
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress,
- withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult- only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there
- is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange for sex

This is intended to be used as a guide only. Please refer to the guidance tool at <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool> for further information

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.