



SAFEGUARDING CHILDREN POLICY

Worcestershire Children First Safeguarding Children Policy
(Including Child Protection) - adopted by Prince Henry's High School

This policy is reviewed at least annually by the governing body

Reviewing Member of Staff: Mr Ben Freeman
Date Reviewed: 10th September 2021
Date Approved By Governors: 7th October 2021
Review Date: Autumn Term 2022
Committee: Safeguarding, Property & General Purposes

Signature:

A handwritten signature in black ink, appearing to read 'S R Butcher', written over a light blue grid background.

(Chair of Governors)

Print Name: Mr S R Butcher

Contents

Section 1: School Details	3
Section 2: Safeguarding Statement.....	3
Section 3 - Introduction	4
Section 4: Management of Safeguarding	5
Section 5: Whole school and College Approach to Safeguarding	6
Section 6: Early Help	6
Section 7: Headteacher	6
Section 8: Maintained School Governors	7
Section 9: The Designated Safeguarding Lead	8
Section 10: Multi-Agency Working.....	9
Section 11: What School Staff Need to Know.....	9
Section 12: Online Safety	10
Section 13: Opportunities to Teach Safeguarding	11
Section 14: Safeguarding in the Curriculum	11
Section 15: Information Sharing	11
Section 17: Records, Monitoring and Transfer	12
Section 18: Procedures for Managing Concerns	12
Section 19: Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)	13
Section 20: Child Abduction and Community Safety Incidents	14
Section 21: Children Missing from Education	14
Section 22: Children with Family Members in Prison.....	15
Section 23: County Lines	15
Section 24: Domestic Abuse	15
Section 25: Operation Encompass	16
Section 26: Homelessness	16
Section 27: So- called ‘honour-based’ abuse (including Female Genital Mutilation and Forced Marriage) ..	17
The ‘one chance’ rule	18
Section 28: Forced Marriage.....	18
Section 29: Preventing Radicalisation	18
Section 30: The Prevent Duty	19
Section 31: Channel.....	19
Section 32: Relationships and Sex Education.....	19
Section 33: Peer on Peer Abuse (child on child)	20
Section 34: Children with Additional Vulnerabilities.....	24
Section 35: Allegations against Staff.....	24
Section 37: Managing Professional Disagreements	27

Section 38: The Use of 'reasonable force' in Schools and Colleges	27
Section 39: Private fostering - LA notification when identified.....	27
Section 40: Children Looked After and Previously Children Looked After	27
Section 41: Statutory Children's Social Care Assessments and Services.....	27
Section 42: Mental Health	28
Section 43: Children Potentially at Greater Risk of Harm	28
Section 44: Use of School Premises for Non-School Activities.....	29
Section 45: Alternative Provision	29
Other Relevant Policies	30
Appendix 1: Safer Recruitment	31
Appendix 2: Child on child sexual violence and sexual harassment	33
Appendix 3: Logging a Concern about a Child's Safety and Welfare - all staff and visitors.....	43
Appendix 4: Role of the Designated Safeguarding Lead	44
Appendix 5: Online Safety	47
Annex 1: Covid-19 School Arrangements for online teaching	50
Annex 2: Covid-19 School Arrangements for Safeguarding & Child Protection at PHHS (03/04/20).....	53
Annex 3: Covid-19 School Arrangements for Safeguarding & Child Protection at PHHS (03/04/20).....	60

Section 1: School Details

Governors' Committee Responsible:	Safeguarding, Property & General Purposes
Governor Lead:	Mrs L Biggs
Designated Safeguarding Lead of Staff:	Mr B Freeman
Deputy Safeguarding Leads:	Mrs N Barker, Mrs S Thomas, Mrs C Webb
Prevent Lead:	Mr B Freeman
Child Exploitation GET SAFE Lead:	Mr B Freeman
Status & Review Cycle:	Statutory Annual
Next Review Date:	September 2022

Section 2: Safeguarding Statement

COVID-19

Keeping Children Safe in Education (KCSIE) remains in force throughout the response to coronavirus (COVID-19).

Prince Henry's High School (Prince Henry's/the School) will follow current government guidance to maintain the school as a safe place for students.

Prince Henry's will take reasonable steps to protect staff, students and others from coronavirus (COVID-19) within the education setting.

The School will:

- Operate the school in line with the COVID-19 Risk Assessment that has been through due process with Worcestershire County Council, school governors, Browne Jacobson (the school's Health & Safety and legal advisers), and the wider school community

- Please refer to Annex 1 and Annex 2 of this policy that relate to the online teaching and safeguarding arrangements at Prince Henry's High School during the COVID-19 pandemic.

GENERAL

Prince Henry's High School (Prince Henry's/the school) recognises our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Child protection forms part of the school's safeguarding responsibilities.

The School's Safeguarding Policy draws upon duties conferred by the Children Acts 1989 and 2004, The Children and Families Act 2014, S175 of the 2020 Education Act, The Education (Independent School Standards) Regulations 2014 (for independent schools), the Non-maintained Special Schools (England) Regulations 2015 (for non-maintained special schools) and the guidance contained in [Working Together to Safeguard Children 2018](#), the DfE's statutory Guidance "[Keeping Children Safe in Education September 2021](#)".

Key Personnel

- **The Designated Safeguarding Lead (DSL) is: Mr B Freeman**
Contact details: email: enquiries@princehenrys.worcs.sch.uk Telephone: 01386 765588
- **The Deputy DSLs are: Mrs N Barker, Mrs S Thomas & Mrs C Webb**
Contact details: email: enquiries@princehenrys.worcs.sch.uk Telephone: 01386 765588
- **The Safeguarding Co-ordinator is: Mrs L Walker**
Contact details: email: enquiries@princehenrys.worcs.sch.uk Telephone: 01386 765588
- **The nominated Safeguarding Governor is: Mrs L Biggs**
Contact details: email: enquiries@princehenrys.worcs.sch.uk
- **The Headteacher is: Dr A Evans**
Contact details: email: enquiries@princehenrys.worcs.sch.uk Telephone: 01386 765588
- **The Chair of Governors is: Mr S Butcher**
Contact details: email: enquiries@princehenrys.worcs.sch.uk
- **The Data Protection Officer is: Mr A Hulse**
Contact details: email: enquiries@princehenrys.worcs.sch.uk Telephone: 01386 765588

Other named staff and contacts:

- Designated Teacher for Children in Care: Mr B Freeman
- Online safety Co-ordinator: Miss H Berry
- Safeguarding in Education Adviser, WCC: Denise Hannibal
- Local Authority Designated Officer/Position of Trust: LADO Team 01905 846221
- Family Front Door: **01905 822666** (core working hours)
Out of hours or at weekends: **01905 768020**

Section 3 - Introduction

Prince Henry's recognises the contribution it can make to protect and support students in School. The aim of this policy is to safeguard and promote our students' welfare, safety, health, and well-being by creating an honest, open, caring and supportive environment. The students' welfare is of paramount importance.

This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of students
- Keeping Children Safe in Education 2021 <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/ appointment panel to be trained in safer recruitment techniques

- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of students at the school
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what ‘regulated activity’ is in relation to children
- Statutory guidance on the Prevent duty, which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- Where a school has charitable status, Charity Commission guidance on charity and trustee duties to safeguard children is available at: [Charity Commission Guidance](#)

Our staff are aware of:

[West Midlands procedures:](#)

[WCF levels of need guidance:](#)

Section 4: Management of Safeguarding

Prince Henry’s policy applies to all our staff, governors, volunteers, and visitors to our school. Child protection is the responsibility of all our staff. We will ensure that we will comply with our duties under all relevant legislation. We will ensure this policy and our procedures are effective and comply with the law at all times, this includes training for all staff.

We will ensure that all our parents and working partners are aware of this policy by mentioning it in our school prospectus, displaying appropriate information in our reception and on the school website and by raising awareness at meetings with our parents/carers.

In our school our Governing Body will ensure we facilitate a whole school approach to safeguarding. Ultimately, all our systems, processes and policies will operate with the best interests of the child/children at their heart. Where there is a safeguarding concern, our Governing Body and school leaders will ensure the child’s wishes and feelings are taken into account when determining what action to take and what services to provide. Systems will be in place for children to express their views and give feedback.

Raising concerns/complaints. We respond robustly when concerns are raised or complaints made (from children, adults including parent/carers) as we recognise that this promotes a safer environment and we seek to learn from complaints and comments. The school will take action and seek to resolve the concerns in a timely way, keeping people informed as to progress wherever possible. The school’s complaints procedures are available on the school website.

All our staff are aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues using the school’s Whistleblowing Policy.

Whistleblowing concerns about the Headteacher should be raised with the Chair of Governors.

[NSPCC’s whistleblowing](#) dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by the school.

Staff can call 0800 028 0285 - line is available from 8:00 am to 8:00 pm, Monday to Friday and email: help@nspcc.org.uk

[NSPCC - When to call the police](#)

Statutory guidance contains further information on: [The Role and Responsibilities of the Designated Teacher](#)

Section 5: Whole school and College Approach to Safeguarding

Prince Henry's will ensure we facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies operate with the best interests of the child at their heart. Where there is a safeguarding concern, governing bodies, proprietors and school leaders will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place, and well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

What school staff will do if they have concerns about a child

Every member of staff, including volunteers working with children is advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

If staff have any concerns about a child's welfare, we act on them immediately. If staff have a concern, we follow our organisation's Safeguarding Children Policy and speak to the Designated Safeguarding Lead (or Deputy).

Options will then include:

- Managing any support for the child internally via the school's own pastoral support processes.
- Undertaking an early help assessment; or
- Making a referral to statutory services, for example as the child might be in need, is in need or suffering, or is likely to suffer harm.

Section 6: Early Help

Any child may benefit from early help, and staff at the school are experienced and appropriately trained to early identify the potential need for early help for a child who:

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

The Early Help Offer is accessible on our school website and as part of our early offer, we support children and young people by completing an early help assessment.

[Worcestershire Children First Early Help information page](#)

Section 7: Headteacher

The Headteacher of Prince Henry's High School will ensure that:

- The Safeguarding policies and procedures adopted by the Governing Body are effectively implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the Local Authority Designated Officer in a timely manner.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice regarding children, and such concerns are addressed sensitively and effectively in a timely manner. The NSPCC whistle blowing helpline number is also available (0800 028 0285).
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children's Social Care (Children's Services) or the Police.

Section 8: Maintained School Governors

In accordance with the Statutory Guidance "Keeping Children Safe in Education September 2021" Prince Henry's Governing Body will ensure that:

- Child protection/safeguarding policy, procedures and training are in place which are always effective and comply with the law. The policy is made available publicly.
- The policy will be reviewed at least annually or more often, for example in the event of new guidance or a significant incident.
- Governors in maintained school have an enhanced criminal records certificate from the DBS.
- Using the free Employer Secure Access sign-in portal via the Teaching Regulation Agency's (TRA), we carry out a section 128 check for school governors, because a person subject to one is disqualified from being a governor.
- We check if a person we recruit as a governor is barred because of being subject to a section 128 direction.
- We operate safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Headteacher, a nominated Governor and other staff involved in the recruitment process have undertaken Safer Recruitment Training.
- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers/people in a position of trust.
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection (the "Designated Safeguarding Lead") and there is always cover for this role (at least one deputy) with appropriate arrangements for before/after school and out of term activities.
- The Designated Safeguarding Lead undertakes effective Local Authority training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) via safeguarding e-briefings etc.
- The Headteacher, and all other staff and volunteers who work with children, undertake appropriate training which is regularly updated (at least every year); and that new staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities (including this policy and Part 1 of Keeping Children Safe in Education 2021). Training should include FGM/Prevent/Child Exploitation.
- Any deficiencies or weaknesses in these arrangements brought to the attention of the Governing Body will be rectified without delay.
- The Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Headteacher, with advice and guidance from the Local Authority Designated Officer (LADO).
- Effective policies and procedures are in place and updated annually including a behaviour "code of conduct" for staff and volunteers - ["Guidance for Safer Working Practice for those who work with children in education settings October 2015"](#).
- Information is provided to the Local Authority (on behalf of the WSCP) when requested, for example through the Annual Safeguarding Return (eg Section 175 audit)
- Our school Governing Body and proprietors ensure that children are taught about safeguarding, including online safety. This as part of providing a broad and balanced curriculum.

- There is an individual member of the Governing Body who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and reports to the Governing Body.
- The school contributes to inter-agency working in line with statutory guidance “Working Together to Safeguard Children” 2018 including providing a co-ordinated offer of Early Help for children who require this. Early Help may be offered directly through our school early help provision or via referral to an external support agency. Safeguarding arrangements take into account the procedures and practice of the local authority and the Worcestershire Safeguarding Children Partnership (WCSP).
- GDPR- Our governing body and proprietors are aware that among other obligations, the [Data Protection Act 2018](#) and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information we hold safe and secure in [Data protection: toolkit for schools](#).
- The school complies with all legislative safeguarding duties, including the duty to report suspected or known cases of FGM and the duty to prevent young people from being drawn into terrorism. In conjunction with the Head and DSL they should assess the level of risk within the school and put actions in place to reduce that risk

In our school we will:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to.
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty.
- Include in the curriculum activities and opportunities (specifically through PHSE/ ICT/RSE, which equip children with the skills they need to stay safe from abuse (including online) and to know where to get help.
- Ensure every effort is made to establish effective working relationships with parents/carers and colleagues from other agencies.
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools (s128). For senior leaders in Academies/Independent schools and for Governors in maintained schools (Since September 2018)
- As Education Safeguarding Practitioners we will liaise with the three safeguarding partners in line with Working Together 2018.
- Please follow this link to identify crime statistics in your local area <https://www.crime-statistics.co.uk>. The crime statistics for the local area have been examined and there are a range of issues mostly linked to petty crime and anti-social behaviour.

Section 9: The Designated Safeguarding Lead

Prince Henry's will ensure an appropriate senior member of staff from our school is on our Leadership Team, in the role of the Designated Safeguarding Lead (DSL). Our Designated Safeguarding Lead has lead responsibility for safeguarding and child protection (including online safety). This DSL role is explicit in their job description

We also have Deputy Designated Safeguarding Leads who have been trained the same as our DSL. Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with our Designated Safeguarding Lead. This responsibility will not be delegated.

The Designated Safeguarding Lead and any Deputies will liaise with the safeguarding partners, and work with other agencies in line with [Working Together to Safeguard Children](#) will help our Designated Safeguarding Leads understand when they should consider calling the police and what to expect when they do.

During term time, our Designated Safeguarding Lead and/or a Deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Where appropriate our Designated Safeguarding Lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Our Designated Safeguarding Lead and any deputies have undertaken training to provide them with the knowledge and skills required to carry out the role.

In addition to our formal training as set out above, their knowledge and skills will be updated (for example via e-bulletins, meeting other Designated Safeguarding Leads, or taking time to read and digest safeguarding developments), at regular intervals, and at least annually, to keep up with any developments relevant to their role.

Section 10: Multi-Agency Working

In our school we have a pivotal role to play in multi-agency safeguarding arrangements. Our Governing bodies/proprietors ensure that we will contribute to multi-agency working in line with statutory guidance *Working Together to Safeguard Children*

In our school, our leaders/Governing Body understand our local safeguarding arrangements and work with partners from Worcestershire Children's Safeguarding Partnership WSCP to safeguard and promote the welfare of local children, including identifying and responding to their needs. The Worcestershire Children First (WCF) WCF Headteacher Safeguarding Steering Group represents all phases of education as part of our WSCP and makes all schools/colleges aware and follow the local arrangements for local protocol and assessment policies and procedures. We are also prepared to supply information as requested by the safeguarding partners. [Worcestershire Children First \(worschildrenfirst.org.uk\)](http://worschildrenfirst.org.uk)

Our school works with WCF social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

In our school we allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

Section 11: What School Staff Need to Know

- All staff are aware of systems within our school which support safeguarding, and these will be explained to them as part of staff induction. This will include the:
- Safeguarding (Child Protection) Policy
- Student Discipline (behaviour) Policy (which should include measures to prevent bullying, including cyberbullying),
- Staff Code of Conduct
- Safeguarding response to children who go missing from education; and
- Role of the Designated Safeguarding Lead (including the identity of the Designated Safeguarding Lead and any Deputies).
- Copies of policies and a copy of Part One of Keeping Children Safe is provided to staff at induction.
- All our staff will receive appropriate safeguarding and child protection training (including online safety) at induction. The training is regularly updated. In addition, all staff receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- All our staff will be aware of their local early help process and understand their role in it.
- All our staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17(children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- All our staff know what to do if a child tells them he/she is being abused, exploited, or neglected. Staff know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or a Deputy) and children's social care. Staff never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.
- All our staff are able to reassure victims that they are being taken seriously and that they will be supported and kept safe.

All our staff receive appropriate safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. In addition, all our staff will receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Abuse and neglect: All our staff are aware of indicators of abuse and neglect. As part of our safeguarding training, staff know what signs to look for to identify early signs of abuse and neglect and specific safeguarding issues such as child criminal exploitation and child sexual exploitation to safeguard children who may be in need of help or protection. If staff are unsure, they always speak to the Designated Safeguarding Lead, or deputy.

All our staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life.

Sexual abuse: All our staff are aware of indicators of sexual abuse. As part of our safeguarding training, staff know what signs to look for to identify early signs of sexual abuse and specific safeguarding issues such as child criminal exploitation and child sexual exploitation to safeguard children who may be in need of help or protection. If staff are unsure, they always speak to the Designated Safeguarding Lead, or deputy.

All our staff have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and sharing nudes and semi-nudes' images and or videos can be signs that children are at risk.

Our staff are also aware of the following safeguarding issues:

Section 12: Online Safety

The school ensures that children are safeguarded from potentially harmful and inappropriate online material. We have an effective whole school approach to online safety which includes:

- Online safety taught to students as part of PHSE programme
- Appropriate internet filters (County and school)
- Internet screening of staff internet use
- Guest speakers invited into school regarding this issue.

This empowers us as a school, to protect and educate students, students, our 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, but can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **Contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images(eg consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your students, students or staff are at risk, please report it to the Anti-Phishing Working Group

We ensure online safety is a running and interrelated theme whilst devising and implementing policies and procedures including how online safety is reflected in other relevant policies. We consider online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the Designated Safeguarding Lead and engaging with parents to raise an awareness in order to support their children.

Section 13: Opportunities to Teach Safeguarding

In our school students are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.

As part of providing a broad and balanced curriculum Relationships and Sex Education (for all secondary students) and Health Education (for all students in state-funded schools). The statutory guidance can be found here: [Statutory guidance: relationships education relationships and sex education \(RSE\) and health education.](#)

Section 14: Safeguarding in the Curriculum

Children are taught about safeguarding in schools. The following areas are among those addressed in PSHE/SRE and in the wider curriculum. These key aspects are also addressed through the school assembly rota, specifically how students can keep themselves safe, drugs and alcohol education, online safety (including bullying).

- Bullying/Cyber Bullying
- Drugs, Alcohol and Substance Abuse
- Online Safety / Mobile technologies
- Stranger Danger
- Fire and Water Safety
- Peer to Peer Abuse (child on child)
- Sexual Violence and Sexual Harassment
- Road Safety
- Domestic Abuse
- Healthy Relationships / Consent
- So called Honour Based Violence issues (HBV) eg Forced Marriage, Female Genital Mutilation (FGM)
- Sexual Exploitation of Children (CSE)
- Extremism and Radicalisation (in line with the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014)¹.
- Child Exploitation

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>

Prince Henry's was awarded the SMSC Gold Award in 2019 and is seeking re-accreditation in 2021.

Section 15: Information Sharing

At Prince Henry's, we recognise the importance of information sharing between practitioners and local agencies. We have ensured arrangements are in place that set out clearly the processes and principles for sharing information within our school and with WCF children's social care, the safeguarding partners, other organisations, agencies, and practitioners as required.

In our school our staff are proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

The school's Governing Body is aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. This is overseen by the school's Data Protection Officer.

This includes:

¹https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

- We are confident of the processing conditions which allow us to store and share information for safeguarding purposes, including information, which is sensitive and personal, and is treated as 'special category personal data'.
- Understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

Staff understand The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

When children transfer from our school their safeguarding records are also transferred using CPOMS and other formats. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving education setting, with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. In the event of a child moving out of area and a physical handover not being possible then the most secure method should be found to send the confidential records to a named Designated Safeguarding Lead. Files requested by other agencies eg Police, will be copied.

Section 17: Records, Monitoring and Transfer

All staff are clear about the need to record and report concerns about a child or children within the school. Staff know to include the child's words as far as possible and reports will be timed, dated and signed. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be passed over to other agencies.

Records relating to actual or alleged abuse or neglect are stored apart from normal student or staff records. Normal records sometimes have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.

Child protection records are stored securely, with access confined to specific staff, eg Designated Safeguarding Leads and the Headteacher.

Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals (eg child who repeatedly goes missing) and ensuring these are acted upon. Each stand - alone file should have a chronology of significant events.

A record of any allegations (proven) made against staff is kept in a confidential file by the Headteacher.

All concerns, discussions and decisions made, and the reasons for those decisions, are recorded on CPOMS. Information is kept confidential and stored securely.

Records will 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 requirements, staff will discuss with the Designated Safeguarding Lead (or Deputy).

Section 18: Procedures for Managing Concerns

Prince Henry's adheres to child protection procedures that have been agreed locally through the Safeguarding Worcestershire <https://www.safeguardingworcestershire.org.uk/>

Where we identify children and families in need of support, we will carry out our responsibilities in accordance with the [West Mercia Consortium inter-agency procedures](#) and the [WSCP Levels of Need Guidance](#).

The Designated Safeguarding Lead (DSL) is first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the Deputy Designated Lead. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

All concerns about a child or young person are to be reported without delay and recorded in writing using the agreed template.

The DSL will consider what action to take and have appropriate discussions with parents/carers prior to referral to children's social care or another agency unless, to do so would place the child at risk of harm or compromise an investigation

All referrals will be made in line with [local procedures](#) as detailed on the [Worcester Children First Website](#).

If, at any point, there is a risk of immediate serious harm to a child a referral is made to Children's Services immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Headteacher. Concerns will always lead to help for the child at some point.

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

- The situation is an emergency and the designated senior person, their deputy and the Headteacher are all unavailable.
- They are convinced that a direct report is the only way to ensure the student's safety.

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

Section 19: Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE 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 sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

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

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

Child Sexual Exploitation (CSE)

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

children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

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

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Section 20: Child Abduction and Community Safety Incidents

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

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

As a school, we ensure that students are aware how to keep themselves safe from a variety of risk factors which include road safety, the dangers of open swimming and other risks that may be posed within the community. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

Section 21: Children Missing from Education

Children missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation. It is important the school's response to children missing from education supports identifying such abuse and also helps prevent the risk of them going missing in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as on a child in need or child protection plan, or as a looked after child), where going missing from education may increase known safeguarding risks within the family or in the community.

- Children at risk of missing in education are :
- Children of compulsory school age who are:
- Not on a school roll
- Not being educated other than at school
- Identified as having been out of any educational provision for a substantial period of time (4 weeks)

Children go missing from education for a number of reasons including:

- They don't start school at the appropriate time and so they do not enter the educational system
- They are removed by their parents
- Behaviour and/or attendance difficulties
- They cease to attend, due to exclusion, illness or bullying
- They fail to find a suitable school place after moving to a new area
- The family move home regularly
- Problems at home

The law requires all children between the ages of 5 and 16 to be in full time education.

The school's duties regarding children missing education, including information schools **must** provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the department's statutory guidance:

- [Worcestershire children first children missing from education guidance.](#)
- [Statutory guidance children missing in education](#)

- General information and advice for schools and colleges can be found in the [Government's Missing Children and Adults Strategy](#).

Elective Home Educated

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

From September 2016 the Education (Student Registration) (England) Regulations 2006 were amended, and we must inform our LA of all deletions from our admission register when a child is taken off roll.

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we will work together to coordinate a meeting with parents/carers where possible.

Section 22: Children with Family Members in Prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. In this event, the school will work closely with the child and their parent/guardian to support the child during this period.

Section 23: County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, student referral units, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

When the school identifies a child may be at risk of exploitation, the Designated Safeguarding Lead will work with, support and consider completion of a GET SAFE risk assessment which will be referred to Worcestershire Children First GET SAFE team for further assessment and support. The Designated Safeguarding Lead will also consider referral to Worcestershire Children First Family Front Door as part of our school's and local safeguarding procedures. More information can be found: [Get Safe - keeping children and young people safe from criminal exploitation](#)

Section 24: Domestic Abuse

[Ending Domestic abuse Save Lives](#)

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or

have been, intimate partners or family members regardless of sex or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

At Prince Henry's, where we identify a victim of domestic abuse being high risk we will consider a referral to MARAC (Multi Agency Risk Assessment Conference). The purpose of MARAC is to share information and establish a multi-agency action plan to support the victim and to make links with other public protection procedures, particularly safeguarding children, vulnerable adults and the management of offenders. We will continue to provide help and support in order to safeguard children. This will usually be led by the Designated Safeguarding Lead. MARAC does not replace a referral to children social care.

[Worcestershire children first Domestic abuse guidance](#)

Section 25: Operation Encompass

Prince Henry's receives Operation Encompass Notifications. The purpose of Operation Encompass is to highlight that a Domestic Abuse Incident has taken place and the police have been called. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform Worcestershire Children First, who then inform the School (usually the Designated Safeguarding Lead) in school before the child or children arrive at school the following day. This is so we have up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. The school will monitor any child affected by a notification and will log changed behaviour and anything out of the ordinary.

Section 26: Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The Designated Safeguarding Lead (and Deputies) is aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority will be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

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

Section 27: So- called ‘honour-based’ abuse (including Female Genital Mutilation and Forced Marriage)

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. We are 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 are 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.

Actions

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they must 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.

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they must not be examining students or students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#)

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

What should schools do in the event of suspected risk of FGM?

The school will contact Family Front door when they have a concern about a child. They will contact Family Front Door if the concerns are based on more concrete indicators - ie, the young person says this is going to happen to them, or disclosure that it has happened to them or to an older sister. The school will make a child protection referral and inform the police as required by the mandatory reporting duty. The school must not:

- Contact the parents before seeking advice from children’s social care
- Make any attempt to mediate between the child/young person and parents

It is important to keep in mind that the parents may not see FGM or Breast Ironing as a form of abuse; however, they may be under a great deal of pressure from their community and or family to subject their daughters to it.

The 'one chance' rule

In the same way that we talk about the 'one chance rule' in respect of young people coming forward with fears that they may be forced into marriage, young people disclosing fears that they are going to be sent abroad for FGM are taking the 'one chance', of seeking help.

It is essential that we take such concerns seriously and act without delay. Never underestimate the determination of parents who have decided that it is right for their daughter to undergo FGM. Attempts to mediate may place the child/young person at greater risk, and the family may feel so threatened at the news of their child's disclosure that they bring forward their plans or take action to silence her.

Section 28: Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Staff at Prince Henry's understand we could potentially play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), pages 35-36 of which focus on the role of schools and colleges. School staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk.

Section 29: Preventing Radicalisation

Prince Henry's staff know that children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk must be a part of a school's or college's safeguarding approach. As part of our whole safeguarding approach we include and consider the following:

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

As defined in the Government's Counter Extremism Strategy:

<https://www.gov.uk/government/publications/counter-extremism-strategy>.

As defined in the Revised Prevent Duty Guidance for England and Wales:

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>.

As defined in the Terrorism Act 2000 (TACT 2000): <http://www.legislation.gov.uk/ukpga/2000/11/contents>

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

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

judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the Designated Safeguarding Lead (or Deputy) making a Prevent referral.

The school's Designated Safeguarding Lead (and Deputies) are aware of local procedures for making a Prevent referral.

Section 30: The Prevent Duty

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

The Prevent duty is part of our school's wider safeguarding obligations. Designated Safeguarding Leads and other senior leaders are familiar with the revised [Prevent duty guidance: for England and Wales](#),

Section 31: Channel

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

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

The Home Office has developed three e-learning modules:

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

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

For advice specific to further education, the Education and Training Foundation (ETF) hosts the [Prevent for FE and Training](#). This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and Governors, outlining their roles and responsibilities under the duty.

Ideally, this would be 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 SEND, is vulnerable, and/or has a social worker. DfE guidance for local authorities on Elective home education sets out the role and responsibilities of LAs and their powers to engage with parents in relation to EHE. Although this is primarily aimed at LAs, schools should also be familiar with this [Worcestershire children first home education](#)

Section 32: Relationships and Sex Education

This may include covering relevant issues for schools through Relationships and Sex Education (for all secondary students) and Health Education (for all students in state-funded schools) which was made compulsory from September 2020. The statutory guidance can be found here: [Statutory guidance: relationships and sex education \(RSE\) and health education](#).

The Department for Education has produced a one-stop page for teachers on GOV.UK, which can be accessed here: Teaching about relationships sex and health. This includes teacher training modules on the RSHE topics and non-statutory implementation guidance. The following resources may also help schools and colleges:

- [DfE advice for schools: teaching online safety in schools](#)
- [UK Council for Internet Safety \(UKCIS\)30 guidance: Education for a connected- world](#)
- National Crime Agency's CEOP education programme: [Thinkuknow](#)
- Public Health England: Rise Above

Relationships and Sex Education (for all secondary students) and Health Education (for all students in state-funded schools) which will be compulsory from September 2021. Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects.

Section 33: Peer on Peer Abuse (child on child)

All our staff are aware that children can abuse other children (often referred to as peer on peer abuse) and that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

All our staff understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding peer on peer abuse, they should speak to their Designated Safeguarding Lead (or Deputies).

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

Peer on peer abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- Abuse in intimate personal relationships between peers.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- Sexual violence, such as rape, assault by penetration and sexual assault;(this may include an online element which facilitates, threatens and/or encourages sexual violence);
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be 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 themselves sexually, or to engage in sexual activity with a third party;
- Consensual and non-consensual sharing of nudes and semi nudes' images and or videos (also known as sexting or youth produced sexual imagery);
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All our staff are clear as to the school's policy and procedures with regards to peer on peer abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All our staff will be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new

possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All our staff are aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's [Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance](#).

Child on child sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

Prince Henry's will respond to reports of child on child sexual violence and sexual harassment.

For detailed information on what sexual violence and sexual harassment constitutes, important context to be aware of, related legal responsibilities for schools and colleges, advice on a whole school approach to preventing child on child sexual violence and sexual harassment and more detailed advice on responding to reports see departmental advice:

[Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#).

Action following a report of sexual violence and/or sexual harassment

The school will carefully consider any report of sexual violence and/or sexual harassment. The Designated Safeguarding Lead (or Deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's initial response. Important considerations will include:

- The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. We will support victims to be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's duty and responsibilities to protect other children.
- The nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour
- The ages of the children involved
- The developmental stages of the children involved
- Any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)

Children sharing a classroom: Initial considerations when the report is made

Any report of sexual violence is likely to be traumatic for the victim.

However, reports of rape and assault by penetration are likely to be especially difficult with regard to the victim, and close proximity with the alleged perpetrator(s) is likely to be especially distressing. Whilst the school establishes the facts of the case and starts the process of liaising with children's social care and the police, the alleged perpetrator(s) will be removed from any classes they share with the victim. The school must also consider how best to keep the victim and alleged perpetrator(s) a reasonable distance apart on school premises (including during any before or after school-based activities) and on transport to and from the school, where appropriate. These actions are in the best interests of all children involved and should not be perceived to be a judgment on the guilt of the alleged perpetrator(s).

For other reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator(s) and considerations regarding shared classes, sharing school premises and school transport, must be considered immediately.

In all cases, the initial report will be carefully evaluated. The wishes of the victim, the nature of the allegations and the protection of all children in the school will be especially important when considering any immediate actions.

Options to manage the report

The school will consider every report on a case-by-case basis. When to inform the alleged perpetrator(s) will be a decision that must be carefully considered. Where a report is going to be made to children's social care and/or the police, then, as a general rule, we will speak to the relevant agency and discuss next steps and how the alleged perpetrator(s) will be informed of the allegations. However, as per general safeguarding principles, this does not and should not us from taking immediate action to safeguard children, where required. There are three likely scenarios to consider when managing any reports of sexual violence and/or sexual harassment:

- That sexual violence and sexual harassment can take place within intimate personal relationships between peers
- Are there ongoing risks to the victim, other children, adult students or school staff?
- Other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

Safeguarding and supporting the alleged perpetrator(s)

The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the alleged perpetrator(s):

- The school has a difficult balancing act to consider. On one hand, we need to safeguard the victim (and the wider student/student body) and on the other hand provide the alleged perpetrator(s) with an education, we will safeguard and support as appropriate and implement any disciplinary sanctions.
- We will consider the age and the developmental stage of the alleged perpetrator(s) and nature of the allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.
- We will consider the proportionality of the response. Support (and sanctions) will be considered on a case-by-case basis. The alleged perpetrator(s) may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviours in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials. More information on harmful sexual behaviours can be found at paras 16-20 of the detailed advice, [Sexual Violence And Sexual Harassment Between Children at Schools and Colleges](#). Advice should be taken, as appropriate, from children's social care, specialist sexual violence services and the police.
- If an alleged perpetrator does move to another educational institution (for any reason), we will inform the new educational institution of any ongoing support needs and where appropriate, potential risks to other children and staff. The Designated Safeguarding Lead will take responsibility to ensure this happens as well as transferring the child protection file.
- The National Organisation for the Treatment of Abusers (NOTA) provides support for professionals involved in work with, or related to, sexual offending.

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

We understand the importance that all victims are taken seriously and offered appropriate support. Staff are aware that some groups are potentially more at risk. We know that evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff are aware of the importance of:

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

What is sexual violence and sexual harassment?

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

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

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

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

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

Sexual harassment

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

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

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- Sexual "jokes" or taunting
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
- Non-consensual sharing of sexual images and videos
- Sexualised online bullying
- Unwanted sexual comments and messages, including, on social media
- Sexual exploitation; coercion and threats; and upskirting

Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

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

Section 34: Children with Additional Vulnerabilities

There are many children who have additional needs or whose living arrangements may mean that they are more vulnerable to harm, for example children with special educational needs, disabled children, children in public care or privately fostered children. It is essential that the school knows who shares parental responsibility for children and has effective relationships with partner agencies in relation to these children (for example, Virtual School for Children in Care).

Prince Henry's will ensure that staff have sufficient knowledge and guidance so that they are aware of the additional challenges faced by these children and the impact of their additional vulnerabilities. These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury relate to a child's disability without further exploration; no single point of contact for the school as a child has a number of care-givers and involved professionals; assumptions that state approved care-givers are providing safe care for the child; communication needs of a child which can lead to over reliance on parental accounts and interpretations.

Section 35: Allegations against Staff

At Prince Henry's we have our own procedures for dealing with allegations against a member of staff, supply teacher, volunteer or contractor. These procedures are consistent with local safeguarding procedures and practice guidance and have regard to this guidance. In the event of an allegation made against a member of staff the school will follow the procedures laid out in its Staff Disciplinary Procedure. The following guidance issued by Worcestershire Children First is guidance that will be taken into consideration when dealing with any such allegation.

In the event of an allegation

A "case manager" will lead any investigation. This will be the Headteacher, or, where the Headteacher is the subject of an allegation, the Chair of Governors. An allegation is described as a situation in which an individual may have:

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

Allegations/concerns that do not meet the harm threshold

If an allegation does not meet the threshold, we will manage appropriately to safeguard young people.

The initial response to an allegation

Where we identify a child that there may be an immediate risk of harm to a child or if the situation is an emergency, we will contact children's social care services and as appropriate the police immediately as per the processes explained in Part one of this guidance.

We will consider when an allegation is made:

Looking after the welfare of the child: the Designated Safeguarding Lead is responsible for ensuring that the child is not at risk, referring cases of suspected abuse to the local authority children's social care as described in Part one of this guidance.

Investigating and supporting the person subject to the allegation: the case manager will discuss with the Local Authority Designated Officer (LADO), the nature, content and context of the allegation, and agree a course of action.

When dealing with allegations, we will:

- Apply common sense and judgement
- Deal with allegations quickly, fairly and consistently
- Provide effective protection for the child and support the person subject to the allegation

Prince Henry's will ensure all staff understand the local authority arrangements for managing allegations, including the contact details and what information the LADO will require when an allegation is made. Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. For example:

- Was the individual in the school at the time of the allegations?
- Did the individual, or could they have, come into contact with the child?
- Are there any witnesses?
- Was there any CCTV footage?

Prince Henry's is familiar with what initial information the LADO will require. This information can be found in local policy and procedural guidance provided by the LADO service.

When to inform the individual of the allegation should be considered carefully on a case by case basis, with guidance as required from the LADO, and if appropriate children social care and the police.

If there is cause to suspect a child is suffering, or is likely to suffer significant harm, a strategy discussion involving the police and/or children's social care services will be convened in accordance with the statutory guidance: [Working Together to Safeguard Children](#).

If the allegation is about physical contact, for example restraint, the strategy discussion or initial evaluation with the LADO should take into account that teachers and other school staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour. Further information about the use of reasonable force can be found on GOV.UK. Where it is clear that an investigation by the police or children's social care services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the LADO should discuss the next steps with the case manager.

Supply teachers

In some circumstances the school will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply; for example, supply teachers provided by an employment agency or business.

Whilst the school is not the employer of supply teachers, we will ensure allegations are dealt with properly. In no circumstances will we decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. The case manager (usually the Headteacher) will discuss with the supply agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

Agencies must be fully involved and co-operate with any enquiries from the LADO, police and/or children's social services. The school will take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school, are under the supervision, direction and control of the governing body or proprietor when working in the school. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.

When using a supply agency, the school will inform the agency of its process for managing allegations. In the case of an allegation against a supply teacher, the agency's human resource manager or equivalent will be invited to meetings and kept up to date with information about the relevant school policies.

Governors

If an allegation is made against a governor, the school will follow their own local procedures. Where an allegation is substantiated, we will follow the procedures to consider removing them from office.

Suspension

Suspension is not be an automatic response when an allegation is reported. All options to avoid suspension will be considered prior to taking that step. The case manager **must** consider carefully whether the circumstances warrant suspension from contact with children at the school, or until the allegation is resolved. It should be considered only in cases where there is cause to suspect a child or other children at the school

is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. If in doubt, the case manager will seek views from their personnel adviser and the LADO, as well as the police and children's social care where they have been involved.

Where the case manager is concerned about the welfare of other children in the community or the member of staff's family, they should discuss these concerns with the Designated Safeguarding Lead and make a risk assessment of the situation. It may be necessary for the Designated Safeguarding Lead to make a referral to children's social services.

Where the school is made aware that the Secretary of State has made an interim prohibition order, in respect of an individual who works at the school, we will take immediate action to ensure the individual does not carry out work in contravention of the order. This means that pending the findings of the TRA investigation, the individual **must not** carry out teaching work. Prince Henry's has clear policy on pay arrangements whilst the person is suspended or where there is an interim prohibition order in place.

In many cases, an inquiry can be resolved quickly and without the need for suspension. The employer will decide on whether the individual should continue to work at the school, based on consultation with the LADO who will provide relevant information we receive from the police or children's social care on whether they have any objections to the member of staff continuing to work during the investigation of the case. The case manager should be as inventive as possible to avoid suspension.

Based on advice from the school's HR provider and/or a risk analysis drawn up with the LADO, the following alternatives will be considered by the case manager before suspending a member of staff:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned;
- Providing an assistant to be present when the individual has contact with children;
- Redeploying to alternative work in the school so the individual does not have unsupervised access to children;
- Moving the child or children to classes where they will not come into contact with the member of staff, making it clear that this is not a punishment and parents have been consulted; or
- Temporarily redeploying the member of staff to another role in a different location, for example to an alternative school or where available, work for the local authority or academy trust.

These alternatives allow time for an informed decision regarding the suspension, this will, however, depend upon the nature of the allegation. The case manager will consider the potential permanent professional reputational damage to employees that can result from suspension **where an allegation is later found to be unfounded, unsubstantiated, malicious or false.**

If immediate suspension is considered necessary, the case manager must record the rationale and justification for such a course of action. This will also include what alternatives to suspension have been considered and why they were rejected.

Where it has been deemed appropriate to suspend the person, written confirmation will be given within one working day, giving as much detail as appropriate for the reasons for the suspension. It is not acceptable for an employer to leave a person who has been suspended without any support. The person should be informed at the point of their suspension who their named contact is within the organisation and provided with their contact details.

Children's social care services or the police may give their view to the LADO but they cannot require the case manager to suspend a member of staff or a volunteer, although the case manager should give appropriate weight to their advice. The power to suspend is vested in the governing body or proprietor who are the employers. However, where a strategy discussion, or initial assessment, concludes that there should be enquiries by the children's social care services, and/or an investigation by the police, the LADO should canvass police and children's social care services for views about whether the accused member of staff should be suspended from contact with children. Police involvement does not make it mandatory to suspend a member of staff; this decision should be taken on a case-by-case basis having undertaken a risk assessment about whether the person poses a risk of harm to children.

Historic allegations

Allegations against a teacher who is no longer teaching, other members of staff including supply staff and volunteers will be referred to the police. Historical allegations of abuse will also be referred to the police.

The school has a duty of care to their employees. We will ensure we provide effective support for anyone facing an allegation and provide them with a named contact if they are suspended. Where Prince Henry's is

not the employer of an individual, they still have responsibility to ensure allegations are dealt with appropriately and that they liaise with relevant parties (this includes supply teachers and volunteers, see paragraphs on supply teachers below). It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and, at the same time supports the person who is the subject of the allegation.

Section 37: Managing Professional Disagreements

On occasions there will be disagreements between professionals as to how concerns are handled, and these can impact on effective working relationships. The school will support staff to promote positive partnerships within school and with other agencies and will ensure that staff are aware of how to escalate concerns and disagreements if appropriate and use the WSCP escalation procedures if necessary.

Section 38: The Use of 'reasonable force' in Schools and Colleges

There are circumstances when it is appropriate for staff of Prince Henry's to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom.

- Departmental advice for schools is available Use of reasonable force in schools guidance <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Section 39: Private fostering - LA notification when identified

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.

We will then notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child.

Section 40: Children Looked After and Previously Children Looked After

The most common reason for children becoming looked after is because of abuse and/or neglect. Governing bodies and proprietors will ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

In particular, we ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. We also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Safeguarding Lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

Section 41: Statutory Children's Social Care Assessments and Services

Concerns about a child's welfare should be referred to local authority children's social care. Where a child is suffering, or is likely to suffer from harm, Prince Henry's will make a referral to children's social care and if appropriate the police will be made aware immediately. Referrals will follow the local referral process. Children's social care assessments should consider where children are being harmed in contexts outside the

home, Prince Henry's provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm. Additional information is available here: [Contextualised Safeguarding](#)

Chapter one of Working Together to Safeguard Children gives examples of poor practice including:

- 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.

[Escalation Policy: Resolution of Professional Disagreements](#)

Section 42: Mental Health

Prince Henry's is 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.

Trained staff 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.

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

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.

The school has access to a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the [mental health and behaviour in schools guidance](#), colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing, and resilience among children.

If school staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken, following our Safeguarding Policy and speaking to the Designated Safeguarding Lead or a deputy.

The school will seek advice and guidance from [Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools](#)

Section 43: Children Potentially at Greater Risk of Harm

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

Sometimes children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and 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 a child has a social worker, and the Designated Safeguarding Lead may hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This will be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools/colleges 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 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).

Findings from the Children in Need review, [‘Improving the educational outcomes of Children in Need of help and protection’](#) contains further information; the conclusion of the review, [‘Help, protection, education’](#) sets out action Government is taking to support this.

What school staff look out for

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

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of honour-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child; and
- is persistently absent from education.

Section 44: Use of School Premises for Non-School Activities

Prince Henry’s will ensure that when/if we hire out our school facilities/premises to organisations or individuals (for example to community groups, sports associations and service providers to run community or extra-curricular activities) we will ensure that appropriate arrangements are in place to keep children safe.

When services or activities are provided by Prince Henry’s under the direct supervision or management of our school the arrangements for safeguarding will apply.

Where an external body is providing community or extra-curricular activities the school will ensure that appropriate safeguarding policies and procedures are in place (including inspecting these as needed).

Section 45: Alternative Provision

Prince Henry’s is aware of the additional risk of harm that their students may be vulnerable to.

The DfE has issued two pieces of statutory guidance to which commissioners of Alternative Provision should have regard:

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

Other Relevant Policies

The Governing Body's statutory responsibility for safeguarding the welfare of children goes beyond compliance with safeguarding procedures. The safeguarding duty is relevant for the discharge of all functions and activities. This policy needs to be considered in conjunction with the following policies:

- Student Discipline (including Anti-Bullying & Exclusion)
- Staff Code of Conduct & Staff Handbook
- Special Educational Needs
- Off-Site Activities & Visits
- Health and Safety
- Relationship & Sex Education
- Teaching & Learning
- Complaints Procedure
- Equality
- Computer Resources Acceptable Use
- First Aid
- Supporting Students with Medical Conditions
- Mental Health
- Peer-on-Peer Abuse
- Disciplinary Procedure
- Looked After Children
- Recruitment and Selection
- Whistleblowing

Appendix 1: Safer Recruitment

Safer Recruitment and DBS checks - policy and procedures

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

The SCR will be monitored and checked by the DSL/HT/Safeguarding Governor on a regular basis, throughout the academic year: Example half termly

Appointing new staff

When appointing new staff, we will:

- Verify their identity (KSCIE 21 Paragraph 213 -
 - Best practice is checking the name on their birth certificate
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Secretary of State section 128 direction A section 128 direction prohibits or restricts an unsuitable individual from participating in the management of an independent school, including academies and free schools. An individual who is subject to a section 128 direction is unable to:
 - *take up a management position in an independent school, academy, or in a free school as an employee.*
 - *be a trustee of an academy or free school trust; a governor or member of a proprietor body of an independent school; or*
 - *be a governor on any governing body in an independent school, academy or free school that retains or has been delegated any management responsibilities.*
- Ask for written information about previous employment history and check that information is not contradictory or incomplete.
- Staff and volunteers who provide early years or later years childcare and any managers of such childcare are covered by the disqualification regulations of the Childcare Act 2006 and are required to declare relevant information - see statutory guidance: Disqualification under the Childcare Act 2006 (August 2018).

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school, for teaching, training, instructing, caring for or supervising children
- Carrying out paid, or unsupervised unpaid, work regularly in a school where that work provides an opportunity for contact with children
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult:

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

- We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check. This will be:
 - An enhanced DBS check with barred list information for contractors engaging in regulated activity
 - An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children
- We will obtain the DBS check for self-employed contractors.
- We will not keep copies of such checks for longer than 6 months.
- Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.
- We will check the identity of all contractors and their staff on arrival at the school.

Trainee/student teachers

- Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.
- Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity

Individuals who have lived or worked outside the UK

Individuals who have lived or worked outside the UK **must** undergo the same checks as all other staff in schools or colleges (set out in paragraphs 213). This includes obtaining (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK. In addition, schools and colleges **must** make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered. Following the UK's exit from the EU, schools and colleges should apply the same approach for any individuals who have lived or worked outside the UK regardless of whether or not it was in an EEA country or the rest of the world

Governance

All members of the governance will have an enhanced DBS check without barred list information and section 128 check. They will have an enhanced DBS check with barred list information if working in regulated activity.

Appendix 2: Child on child sexual violence and sexual harassment

This part of the statutory guidance is about how schools and colleges should **respond to all reports and concerns** of child on child sexual violence and sexual harassment, including those that have happened outside of the school premises, and or online (what to look out for, and indicators of abuse are set out in Part one of this guidance).

Sexual violence and sexual harassment can occur between two children of **any age and sex**, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of this guidance, all staff working with children are advised to maintain an attitude of **‘it could happen here’**.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) **can** be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school. As set out in Part one of this guidance, schools and colleges should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school, including intimate personal relationships (see also sections on child sexual exploitation and child criminal exploitation at paragraphs 33-39).

Whilst **any** report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. But it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

You should read Part five alongside the Departmental advice: Sexual Violence and Sexual Harassment Between Children in Schools and Colleges

It contains further detailed information on:

- what sexual violence and sexual harassment constitutes,
- important context to be aware of, including what is consent, power imbalances, and developmental stages,
- harmful sexual behaviour (HSB), including that a child displaying HSB maybe an indication that they are a victim of abuse themselves,
- related legal responsibilities for schools and colleges,
- advice on a whole school approach to preventing child on child sexual violence and sexual harassment, and
- more detailed advice on responding to reports of sexual violence and sexual harassment, including safeguarding and supporting both the victim(s) and alleged perpetrator(s).

Responding to reports of sexual violence and sexual harassment

Part two of this guidance is clear that systems should be in place (and they should be well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously.

Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Pre-planning, effective training and effective policies will provide schools and colleges with the foundation for a calm, considered and appropriate response to any reports. Governing bodies and proprietors should ensure that the school contributes to multi-agency working in line with statutory guidance *Working Together to Safeguard Children*.

This part of the guidance does not attempt to provide (nor would it be possible to provide) detailed guidance on what to do in any or every particular case. The guidance provides effective safeguarding practice and principles for schools and colleges to consider in their decision-making process.

Ultimately, any decisions are for the school to make on a case-by-case basis, with the Designated Safeguarding Lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

There is support available for schools and colleges. Paragraph 52 and Annex A in the *Sexual Violence and Sexual Harassment Between Children in Schools and Colleges* advice provides detailed information and links to resources.

The immediate response to a report

Responding to the report

It is important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. As per Part one of this guidance, if staff have **any** concerns about a child's welfare, they should act on them immediately rather than wait to be told. The school's or college's initial response to a report from a child is incredibly important. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.

It is essential that **all** victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

As per Part one of this guidance, all staff should be trained to manage a report. Local policies (and training) will dictate exactly how reports should be managed. However, effective safeguarding practice includes:

- if possible, managing reports with two members of staff present, (preferably one of them being the Designated Safeguarding Lead or a deputy). However, this might not always be possible.
- where the report includes an online element, being aware of searching screening and confiscation advice (for schools) and UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people.

The key consideration is for staff not to view or forward illegal images of a child.

The highlighted advice provides more details on what to do when viewing an image is unavoidable. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection.

- Not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the Designated Safeguarding Lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to; recognising that a child is likely to disclose to someone they trust: this could be anyone on the school staff. It is important that the person to whom the

child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child; recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse;

- keeping in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation;
- listening carefully to the child, reflecting back, using the child's language, being on-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions - where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was;
- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;
- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation; and

informing the Designated Safeguarding Lead (or deputy), as soon as practically possible, if the Designated Safeguarding Lead (or deputy) is not involved in the initial report.

Risk assessment

When there has been a report of sexual violence, the Designated Safeguarding Lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially their protection and support.
- whether there may have been other victims,
- the alleged perpetrator(s); and
- all the other children, (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

Risk assessments should be recorded (written or electronic) and should be kept under review. At all times, the school should be actively considering the risks posed to all their students and students and put adequate measures in place to protect them and keep them safe.

The Designated Safeguarding Lead (or a Deputy) should ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The above school risk assessment is not intended to replace the detailed assessments of expert professionals. Any such professional assessments should be used to inform the school's or college's approach to supporting and protecting their students and students and updating their own risk assessment.

Action following a report of sexual violence and/or sexual harassment

What to consider

As set out above, sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of **‘it could happen here**. Schools and colleges should be aware of and respond appropriately to **all** reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school. The Designated Safeguarding Lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school’s or college’s initial response. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school’s or college’s duty and responsibilities to protect other children;
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed.
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?;
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature);
- that sexual violence and sexual harassment can take place within intimate personal relationships between peers;
- are there ongoing risks to the victim, other children, adult students or school staff; and
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

As always when concerned about the welfare of a child, all staff should act in the best interests of the child. In all cases, schools and colleges should follow general safeguarding principles as set out throughout this guidance. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted).

The starting point regarding any report should always be that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated. It is especially important not to pass off any sexual violence or sexual harassment as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Children sharing a classroom: Initial considerations when the report is made

- Any report of sexual violence is likely to be traumatic for the victim. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- However, reports of rape and assault by penetration are likely to be especially difficult with regard to the victim, and close proximity with the alleged perpetrator(s) is likely to be especially distressing. Whilst the school establishes the facts of the case and starts the process of liaising with children’s social care and the police, the alleged perpetrator(s) should be removed from any classes they share with the victim. The school should also carefully consider how best to keep the victim and alleged perpetrator(s) a reasonable distance apart on school premises (including during any before or after school-based activities) and on transport to and from the school, where appropriate. These actions are in the best interests of all children involved and should not be perceived to be a judgment on the guilt of the alleged perpetrator(s).

- For other reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator(s) and considerations regarding shared classes, sharing school premises and school transport, should be considered immediately.
- In all cases, the initial report should be carefully evaluated, reflecting the considerations set out at paragraph 448. The wishes of the victim, the nature of the allegations and the protection of all children in the school will be especially important when considering any immediate actions.

Options to manage the report

It is important that schools and colleges consider every report on a case-by-case basis. When to inform the alleged perpetrator(s) will be a decision that should be carefully considered. Where a report is going to be made to children's social care and/or the police, then, as a general rule, the school should speak to the relevant agency and discuss next steps and how the alleged perpetrator(s) will be informed of the allegations. However, as per general safeguarding principles, this does not and should not stop the school taking immediate action to safeguard their children, where required.

There are four likely scenarios for schools and colleges to consider when managing any reports of sexual violence and/or sexual harassment. It will be important in all scenarios that decisions and actions are regularly reviewed and that relevant policies are updated to reflect lessons learnt. It is particularly important to look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, the school should decide on a course of action. Consideration should be given to whether there are wider cultural issues within the school that enabled the inappropriate behaviour to occur and where appropriate extra teaching time and/or staff training could be delivered to minimise the risk of it happening again. The four scenarios are:

1. Manage internally

- In some cases of **sexual harassment**, for example, one-off incidents, the school may take the view that the children concerned are not in need of early help or that referrals need to be made to statutory services and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour policy and by providing pastoral support.
- Whatever the response, it should be underpinned by the principle that there is a zero tolerance approach to sexual violence and sexual harassment, and it is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

2. Early help

- In line with 1 above, the school may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent HSB and may prevent escalation of sexual violence. It is particularly important that the Designated Safeguarding Lead (and their deputies) know what the Early Help process is and how and where to access support.
- More information on Early Help is set out in Part one of this guidance with full details of the early help process in Chapter one of Working Together to Safeguard Children.
- Multi-agency early help will work best when placed alongside strong school policies, preventative education and engagement with parents and carers.
- Early help and the option to manage a report internally do not need to be mutually exclusive: a school could manage internally and seek early help for both the victim and perpetrator(s).
- Whatever the response, it should be under-pinned by the principle that there is zero tolerance approach to sexual violence and sexual harassment, and it is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

3. Referrals to children's social care

- Where a child has been harmed, is at risk of harm, or is in immediate danger, schools and colleges should make a referral to local children's social care.
- At the point of referral to children's social care, schools and colleges will generally inform parents or carers, unless there are compelling reasons not to (if informing apparent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care.
- If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services.
- Where statutory assessments are appropriate, the school (especially the Designated Safeguarding Lead or a deputy) should be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator(s) and any other children that require support.
- Schools and colleges should not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school. It will be important for the Designated Safeguarding Lead (or a deputy) to work closely with children's social care (and other agencies as required) to ensure any actions the school takes do not jeopardise a statutory investigation. The risk assessment as per paragraph 445-447 will help inform any decision. Consideration of safeguarding the victim, alleged perpetrator(s), any other children directly involved in the safeguarding report and all children at the school should be **immediate**.
- In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The school (generally led by the Designated Safeguarding Lead or a deputy) should be prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the Designated Safeguarding Lead (or a deputy) should consider other support mechanisms such as early help, specialist support and pastoral support. •Whatever the response, it should be under-pinned by the principle that there is a **zero tolerance** approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.
- **All concerns**, discussions, decisions and reasons for decisions should be recorded (written or electronic).

4. Reporting to the Police

- **Any report** to the police will generally be in parallel with a referral to children's social care (as above).
- It is important that the Designated Safeguarding Lead (and their deputies) are clear about the local process for referrals and follow that process.
- Where a report of rape, assault by penetration or sexual assault is made, the starting point is that this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator(s) is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach. The following advice may help schools and colleges decide when to engage the Police and what to expect of them when they do: When to call the police.
- Where a report has been made to the police, the school should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator(s) and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.
- At this stage, schools and colleges will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.
- All police forces in England have specialist units that investigate child abuse. The names and structures of these units are matters for local forces. It will be important that the Designated Safeguarding Lead (and their deputies) are aware of their local arrangements.

- In some cases, it may become clear very quickly that the police (for whatever reason) will not take further action. In such circumstances, it is important that the school continue to engage with specialist support for the victim and alleged perpetrator(s) as required.
- Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator(s), it will be important for the Designated Safeguarding Lead (or a Deputy) to work closely with the police (and other agencies as required), to ensure any actions the school take do not jeopardise the police investigation.
- If schools or colleges have questions about the investigation, they should ask the police. The police will help and support the school as much as they can (within the constraints of any legal restrictions).
- Whatever the response, it should be under-pinned by the principle that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

Considering bail conditions

- The police will consider what action to take to manage the assessed risk of harm. This could involve the use of police bail with conditions, prior to a suspect appearing in court, or court bail with or without conditions after the first appearance.
- Alternatively, the person suspected of an offence could be ‘released under investigation’ (RUI). People released under RUI can have no conditions attached to their release from custody and it is possible for a person on bail also to have no conditions.
- Whatever arrangements are in place; the school will need to consider what additional measures may be necessary to manage any assessed risk of harm that may arise within their institution.
- Particular regard should be given to: the additional stress and trauma that might be caused to a victim within the institution; the potential for the suspected person to intimidate the victim or a witness; the need to ensure that any risk management measures strike a balance between management of risk and the rights of an unconvicted person (e.g. rights to privacy, family life, etc).
- Careful liaison with the police investigators should help to develop a balanced setoff arrangement.

Managing any delays in the criminal process

- There may be delays in any case that is being progressed through the criminal justice system. Schools and colleges **should not wait** for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator(s) and other children in the school.

The end of the criminal process

- If a child is convicted or receives a caution for a sexual offence, the school should update its risk assessment, ensure relevant protections are in place for all the children at the school and, if it has not already, consider any suitable action in line with their behaviour policy. This process should include a review of the necessary actions to keep all parties safe and meet their needs. If the perpetrator(s) remains in the same school as the victim, the school should be very clear as to their expectations regarding the perpetrator(s) now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions the school thinks are reasonable and proportionate with regard to the perpetrator(s)’ timetable.
- Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other students or students in the school. It will be important that the school ensure both the victim and perpetrator(s) remain protected, especially from any bullying or harassment (including online).
- Where cases are classified as “no further action” (NFA’d) by the police or Crown Prosecution Service, or where there is a not guilty verdict, the school should continue to offer support to the victim and the alleged perpetrator(s) for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated or was withdrawn does not necessarily mean that it was unfounded.

Schools and colleges should discuss any decisions with the victim in this light and continue to offer support. The alleged perpetrator(s) is also likely to require ongoing support for what will have likely been a difficult experience.

Unsubstantiated, unfounded, false or malicious reports

As set out in paragraph 71 of Part one of this guidance, all concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified, and addressed.

If a report is determined to be unsubstantiated, unfounded, false or malicious, the Designated Safeguarding Lead should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care maybe appropriate.

If a report is shown to be deliberately invented or malicious, the school, should consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy.

Ongoing response

Safeguarding and supporting the victim

The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the victim.

- The needs and wishes of the victim should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that the school is a safe space for them.
- Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. Schools and colleges should beware that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator(s).
- The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.
- Consider the proportionality of the response. Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape.
- Schools should be aware that sexual assault can result in a range of health needs, including physical, mental, and sexual health problems and unwanted pregnancy. Children and young people that have a health need arising from sexual assault or abuse can access specialist NHS support from a Sexual Assault Referral Centre
- Childline provides free and confidential advice for children and young people.
- Internet Watch Foundation works internationally to remove child sexual abuse online images and videos and offers a place for the public to report them anonymously.
- Childline / IWF: Remove a nude image shared online *Report Remove* is a free tool that allows children to report nude or sexual images and videos of themselves that they think might have been shared online, to see if they can be removed from the internet.

Victims may not talk about the whole picture immediately. They may be more comfortable providing information on a piecemeal basis. It is essential that dialogue is kept open and encouraged. When it is clear that ongoing support will be required, schools and colleges should ask the victim if they would find it helpful to have a designated trusted adult (for example, their form tutor or Designated Safeguarding Lead) to talk to about their needs. The choice of any such adult should be the victim's (as far as reasonably possible). Schools and colleges should respect and support this choice.

A victim of sexual violence is likely to be traumatised and, in some cases, may struggle in a normal classroom environment. While schools and colleges should avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups, there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. This should be because the victim wants to, not because it makes it easier to manage the situation. If required, schools and colleges should provide a physical space for victims to withdraw.

It may be necessary for schools and colleges to maintain arrangements to protect and support the victim for a long time. Schools and colleges should be prepared for this and should work with children's social care and other agencies as required.

It is therefore important that the Designated Safeguarding Lead knows how and where to seek support.

It is important that the school do everything they reasonably can to protect the victim from bullying and harassment as a result of any report they have made.

Whilst they should be given all the necessary support to remain in their school, if the trauma results in the victim being unable to do this, alternative provision or a move to another school should be considered to enable them to continue to receive suitable education. This should only be at the request of the victim (and following discussion with their parents or carers).

It is important that if the victim does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs. The Designated Safeguarding Lead should take responsibility to ensure this happens (and should discuss with the victim and, where appropriate their parents or carers as to the most suitable way of doing this) as well as transferring the child protection file.

Ongoing Considerations: Victim and alleged perpetrator(s) sharing classes

Once the Designated Safeguarding Lead (or a deputy) has decided what the next steps will be in terms of progressing the report, they should carefully consider again the question of the victim and alleged perpetrator(s) sharing classes and sharing space at school. This will inevitably involve complex and difficult professional decisions, including considering their duty to safeguard children and their duty to educate them.

It is important each report is considered on a case-by-case basis and risk assessments are updated as appropriate. As always when concerned about the welfare of a child, the best interests of the child should come first. In all cases, schools and colleges should follow general safeguarding principles as per this guidance.

Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator(s) should be removed from any classes they share with the victim. The school should also consider how best to keep the victim and alleged perpetrator(s) a reasonable distance apart on school premises (including during before and after school-based activities) and on transport to and from school where appropriate. This is in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator(s). As per paragraph 450, close liaison with the police is essential.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school should take suitable action, if they have not already done so. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator(s) to remain in the same school would seriously harm the education or welfare of the victim (and potentially other students or students).

Where a criminal investigation into sexual assault leads to a conviction or caution, the school should, if it has not already, consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion. 125 Where the perpetrator(s) is going to remain at the school, the principle would be to continue keeping the victim and perpetrator(s) in separate classes and continue to consider the most appropriate way to manage potential contact on school and college

premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

In all cases, schools and colleges should record and be able to justify their decision-making.

Reports of sexual assault and sexual harassment will, in some cases, not lead to a report to the police (for a variety of reasons). In some cases, rape, assault by penetration, sexual assault or sexual harassment are reported to the police and the case is not progressed or are reported to the police and ultimately result in a not guilty verdict. None of this means the offence did not happen or that the victim lied. The process will have affected both victim and alleged perpetrator(s). Appropriate support should be provided to both as required and consideration given to sharing classes and potential contact as required on a case-by-case basis. In all cases, schools and colleges should record and be able to justify their decision-making.

All of the above should be considered with the needs and wishes of the victim at the heart of the process (supported by parents and carers as required). Any arrangements should be kept under review.

Safeguarding and supporting the alleged perpetrator(s) and children and young people who have displayed harmful sexual behaviour

Advice about safeguarding and supporting the alleged perpetrators is also set out in *DfE advice: Sexual violence and sexual harassment between children at schools and colleges*. The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the alleged perpetrator(s):

- The school will have a difficult balancing act to consider. On one hand, they need to safeguard the victim (and the wider student/student body) and on the other hand provide the alleged perpetrator(s) with an education, safeguarding support as appropriate and implement any disciplinary sanctions. Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary.
- Consider the age and the developmental stage of the alleged perpetrator(s), the nature of the allegations and frequency of allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.
- statutory guidance for schools Exclusions from maintained schools, academies and PRUs.
- School can be a significant protective factor for children who have displayed HSB,]and continued access to school, with a comprehensive safeguarding management plan in place, is an important factor to consider before final decisions are made. It is important that if an alleged perpetrator does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs and where appropriate, potential risks to other children and staff. The Designated Safeguarding Lead should take responsibility to ensure this happens as well as transferring the child protection file. Information sharing advice referenced at paragraphs 105-113 will help support this process.
- Stop it now - professionals looking for advice provides support for professionals in child sexual abuse prevention, so that they're well equipped to keep children safe.

Appendix 3: Logging a Concern about a Child's Safety and Welfare – all staff and visitors

Student's Name:		DOB:	Year:
Date:		Time:	
Name: 			
Print		Signature	
Position:			
Note the reason(s) for recording the incident.			
Details of concern/incident - record the who/what/where/when factually (use reverse or continuation sheet if necessary):			
Any other relevant information (witnesses, immediate action taken)			
Action taken			
Reporting staff signature Date			
DSL – Response/Outcome			
DSL signature Date			

Check to make sure your report is clear now - and will also be clear to a stranger reading it next

Appendix 4: Role of the Designated Safeguarding Lead

Governing bodies, proprietors and management committees should ensure an appropriate senior member of staff from the school or college leadership team is appointed to the role of Designated Safeguarding Lead. The Designated Safeguarding Lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

Deputy Designated Safeguarding Leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy Designated Safeguarding Lead. Any deputies should be trained to the same standard as the Designated Safeguarding Lead and the role should be explicit in their job description. Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the Designated Safeguarding Lead, this lead responsibility should not be delegated.

Manage referrals

The Designated Safeguarding Lead is expected to:

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the disclosure and barring service as required; and
- Refer cases where a crime may have been committed to the police as required. Work with others

The Designated Safeguarding Lead is expected to:

- Act as a point of contact with the three safeguarding partners;
- Liaise with the Headteacher to inform him or her of issues- especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the "case manager" (as per part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- Liaise with staff (especially pastoral support staff, school nurses, IT technicians, and SENDCOs, on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- Act as a source of support, advice and expertise for all staff.

Training

The Designated Safeguarding Lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The Designated Safeguarding Lead should undertake Prevent awareness training. Training should provide Designated Safeguarding Leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- Have a working knowledge of how local authorities conduct a Child Protection Case Conference and a Child Protection Review Conference and be able to attend and contribute to these effectively when required to do so;

- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- Understand the importance of information sharing, both within the school, and with the three safeguarding partners, other agencies, organisations and practitioners;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school with regards to the requirements of the prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support send children to stay safe online;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Raise Awareness

The Designated Safeguarding Lead should:

- Ensure the school's child protection policies are known, understood and used appropriately;
- Ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- Help promote educational outcomes by sharing the information about the welfare safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff.

Their role could include ensuring that the school and its staff know who these children are, understand their academic progress and attainment, and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Child protection file

Where children leave the school (including for in-year transfers) the Designated Safeguarding Lead should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main student file, ensuring secure transit, and confirmation of receipt should be obtained.

Receiving schools and colleges should ensure key staff such as Designated Safeguarding Leads and SENDCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving.

For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

During term time the Designated Safeguarding Lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking, the Designated Safeguarding Lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the Designated Safeguarding Lead, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and colleges and the Designated Safeguarding Lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Appendix 5: Online Safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **Contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

Education

Opportunities to teach safeguarding, including online safety. Resources that could support schools and colleges include:

- [Be Internet Legends](#) developed by Parent Zone and Google is a free internet safety curriculum with PSHE accredited lesson plans and teaching resources for Key Stage 2 students
- [Disrespectnobody](#) is Home Office advice and includes resources on healthy relationships, including sexting and pornography
- [Education for a connected world framework](#) from the UK Council for Internet Safety supports the development of the curriculum and is of particular relevance to RSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond (covering early years through to age 18) and to be central to a whole school or college approach to safeguarding and online safety.
- [PSHE Association](#) provides guidance to schools on developing their PSHE curriculum
- [Teaching Online Safety in School](#) is DfE guidance outlining how schools can ensure their students understand how to stay safe and behave online as part of existing curriculum requirements
- [Thinkuknow](#) is the National Crime Agency/CEOPs education programme with age specific resources
- [UK Safer Internet Centre](#) developed guidance and resources that can help with the teaching of the online safety component of the Computing Curriculum.

Protecting children

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 or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place.

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 consider the age range of their students, the number of students, how often they access the IT system and the proportionality of costs vs risks.

The appropriateness of any filters 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 UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like: [UK Safer Internet Centre: appropriate filtering and monitoring](#).

Guidance on e-security is available from the [National Education Network](#). Support for schools is available via the [schools' buying strategy](#) with specific advice on procurement here: [buying for schools](#).

Whilst filtering and monitoring is an important part of the online safety picture for schools and colleges to consider, it is only one part. Governors and proprietors should consider a whole school or college approach to online safety. This will include a clear policy on the use of mobile technology in the school or college. Many children have unlimited and unrestricted access to the internet via 3G,

4G and 5G in particular and the school and college should carefully consider how this is managed on their premises.

Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

The [Prevent Duty Departmental advice for schools and childcare providers](#)

Reviewing online safety

Technology in this area evolves and changes rapidly. A free online safety self-review tool for schools can be found via the [360 safe website](#). UKCIS has published Online safety in schools and colleges: [Questions From The Governing Board](#) to help responsible bodies assure themselves that their online safety arrangements are effective.

Education at home

Where children are being asked to learn online at home the DfE has provided advice to support schools and colleges do so safely: [safeguarding-in-schools-colleges-and-other-providers](#) and [safeguarding-and-remote-education](#)

Staff training

Governors and proprietors should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training and the requirement to ensure children are taught about safeguarding, including online safety, that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

Information and support

There is a wealth of information available to support schools, colleges and parents/carers to keep children safe online. The following list is not exhaustive but should provide a useful starting point:

Advice for governing bodies/proprietors and senior leaders

- [Childnet](#) provides guidance for schools on cyberbullying
- [Educateagainsthate](#) provides practical advice and support on protecting children from extremism and radicalisation
- [London Grid for Learning](#) provides advice on all aspects of a school or college’s online safety arrangements
- [NSPCC](#) provides advice on all aspects of a school or college’s online safety arrangements
- Safer recruitment consortium “[guidance for safe working practice](#)”, which may help ensure staff behaviour policies are robust and effective
- [Searching screening and confiscation](#) is DfE advice for schools on searching children and confiscating items such as mobile phones
- [South West Grid for Learning](#) provides advice on all aspects of a school or college’s online safety arrangements
- [Use of social media for online radicalisation](#) - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq
- UK Council for Internet Safety have provided advice on [sexting in schools and colleges](#) and [using external visitors to support online safety education](#)

Remote education, virtual lessons and live streaming

- Case studies on remote education practice are available for schools to learn from each other
- Departmental guidance on safeguarding and remote education including planning remote education strategies and teaching remotely
- London Grid for Learning guidance, including platform specific advice
- National cyber security centre guidance on [choosing, configuring and deploying video conferencing](#)
- National cyber security centre guidance on how to [set up and use video conferencing](#)
- UK Safer Internet Centre [guidance on safe remote learning](#)

Support for children

- [Childline](#) for free and confidential advice

- UK Safer Internet Centre to [report and remove harmful online content](#)
- CEOP for advice on making a report about online abuse

Parental support

- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Commonsensemedia](#) provide independent reviews, age ratings, & other information about all types of media for children and their parents
- Government advice about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying
- Government advice about [security and privacy settings, blocking unsuitable content, and parental controls](#)
- [Internet Matters](#) provide age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- [Let's Talk About It](#) provides advice for parents and carers to keep children safe from online radicalisation
- London Grid for Learning provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- Lucy Faithfull Foundation [StopItNow](#) resource can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)
- National Crime Agency/CEOP [Thinkuknow](#) provides support for parents and carers to keep their children safe online
- [Net Aware](#) provides support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games
- [Parentzone](#) provides help for parents and carers on how to keep their children safe online
- Parent info from Parentzone and the National Crime Agency provides support and guidance for parents from leading experts and organisations
- [UK Safer Internet Centre](#) provide tips, advice, guides and other resources to help keep children safe online



SAFEGUARDING CHILDREN POLICY:

ANNEX 1: COVID-19 School Arrangements for Online Teaching

Reviewing Member of Staff: Mr Ben Freeman

Date Created: 20th March 2020

Date Approved By Governors: 23rd March 2020

Committee: Safeguarding, Health & Safety, Insurance & Property

Signature:
(Chair of Governors)

A handwritten signature in blue ink, appearing to read 'S R Butcher', is written over a faint, larger signature.

Print Name: Mr S R Butcher

- **Student Responsible Use Policy for Distance Learning**

Responsible use protocols for ICT and E-Safety for students are detailed in the Prince Henry's High School Computer Resources Policy for Student Users, which relates to the use of a range of technologies, including Virtual Learning Environments.

- **Staff Responsible Use policy for Distance Learning**

Staff will refer to the "Internet, E-mail & Data Security Policy for Staff" (which is available in the Staff Handbook).

Staff undertaking distance/online teaching will report to the DSL and/or Head of E-Safety any actions or incidents which cause concern in the course of an online lesson or virtual learning communication.

- **One-to-One online teaching**

In relation to potential peripatetic music teaching, consent will be sought from parents for one to one distance learning with video link.

The following protective measures will mitigate risk in online teaching:

- Parents may be asked to "check in" at the beginning of the lesson, if one-to-one;
- If possible, backgrounds should be blurred;
- Tone, language and dress should be professional and maintain some formality, as in a "normal" lesson;
- The student should participate in an online lesson from a public place in the home (ie not from their bedroom);
- Staff must report any concerns to the Safeguarding Team, by email and CPOMS.

- **Social Media Policy for distance learning**

Students must not use social media (Instagram etc.) to communicate with teachers. Please use only the official school email / communication channels as instructed. Students should not use social media to share lesson resources.

- **Who is accountable for what students are doing online during core school hours**

Parents/Carers are now responsible for what students are doing during core school hours.

- **Should teachers Direct Message students?**

All staff should use school-based systems to communicate with students and/or parents. This is the same as working in school.

- **What implications are there with students and parents sharing staff content on social media?**

Students/parents are asked not to share lesson content online on any other online platform.

- **How does distance learning impact children about whom there are pastoral or safeguarding concerns?**

The Safeguarding and Pastoral Teams will identify those students of concern and will take the necessary action to ensure that they are supported. This may involve liaison with Children's Services, CAMHS and medical services, as appropriate. Teachers will be made aware if a child's situation impacts the online teaching protocols or agenda.

- **What e-safety resources should be shared with parents?**

Appropriate information can be found on the school website in the [Parents & Students\ICT Resources & E-Safety](#) area.

- **How do students authenticate who is contacting them?**

All contact with students will be made via ShowMyHomework and PHHSLive, therefore, if they are contacted by 'a member of staff' who is not using this method they should assume this is not genuine contact.

Contact Details for Safeguarding Team:

Please see page 3 of the Prince Henry's Safeguarding Children Policy for contact details.



SAFEGUARDING CHILDREN POLICY:

ANNEX 2: COVID-19 School Arrangements for Safeguarding and Child Protection at Prince Henry's High School

**WORCESTERSHIRE LOCAL AUTHORITY POLICY ADOPTED BY PRINCE HENRY'S
HIGH SCHOOL**

Reviewing Member of Staff: Mr Ben Freeman

Date Created: 31st March 2020

Date Superseded: 19th January 2021 by Annex 3

Date Approved By Governors: 3rd April 2020

Committee: Safeguarding, Health & Safety, Insurance & Property

**Signature:
(Chair of Governors)**

A handwritten signature in blue ink, appearing to read 'S R Butcher', is positioned to the right of the signature label.

Print Name:

Mr S R Butcher

Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum to Prince Henry's High School Safeguarding, and Child Protection Policy contains details of our individual safeguarding arrangements in the following areas:

1	Vulnerable children	52
2	Holiday arrangements	53
3	Attendance Monitoring	54
4	New children at the school	54
5	Designated Safeguarding Lead	54
6	Reporting a concern	55
7	Safeguarding training & induction	55
8	Safer recruitment/Volunteers and movement of staff	565
9	Online safety in schools	56
10	Children and online safety away from school	57
11	Supporting children not in school	57
12	Supporting children in school	58
13	Peer on peer abuse	58
14	Social distancing	58

Key Contacts

Role	Name	Email
Designated Safeguarding Lead	Mr B Freeman	enquiries@princehenrys.worcs.sch.uk
Deputy Designated Safeguarding Lead(s)	Mrs N Barker Mrs S Thomas Mrs C Webb	enquiries@princehenrys.worcs.sch.uk
Headteacher	Dr A Evans	enquiries@princehenrys.worcs.sch.uk
Safeguarding Governor	Mrs L Biggs	enquiries@princehenrys.worcs.sch.uk
SENDSCO	Mrs R Baston	enquiries@princehenrys.worcs.sch.uk

1. Vulnerable Children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or

whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

Prince Henry's High School will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority Virtual School Head (VSH) for looked-after and previously looked-after children. The lead person for this will be: **Mr B Freeman**.

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Prince Henry's High School will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, Prince Henry's High School or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Prince Henry's High School will encourage our vulnerable children and young people to attend a school, including remotely if needed.

Identifying Vulnerability

We have undertaken a scoping exercise to identify the most vulnerable children with guidance from Denise Hannibal - Education Safeguarding Lead at Worcestershire Children First.

We have put in place specific arrangements in respect of the following groups:

- Looked After Children - Weekly contact via phone call by DSL
- Previously Looked After Children - Weekly contact via phone call by DSL
- Children subject to a child protection plan - Daily contact via phone call by DSL
- Children who have, or have previously had, a social worker - Regular contact via the Safeguarding Team, primarily via phone.
- There is an expectation that children with a social worker **must** attend school (or another school by arrangement), unless in consultation with the child's social worker and family it is agreed this is not in the best interests of the child.
 - Children with an EHCP - Regular contact via the Safeguarding Team, primarily via phone.
 - Children on the edge of social care involvement or pending allocation of a social worker - Regular contact via the Safeguarding Team, primarily via phone. Where required these children will be offered a place at school (or another school by arrangement).
 - Other children the school considers vulnerable. More children may be added to this group in response to concerns raised with the DSL. These children can be offered care at school if required.

Each of these children has an individual plan that has been shared with other agencies involved in their care, including where appropriate their social worker and the Virtual School Head for Looked After and previously Looked After Children.

In addition, the following groups have specific arrangements around contact and support from the school.

- Children of key workers who may attend school
- Children at home - are supported by teaching staff. This is primarily done through Show My Homework. Additionally online support is offered through websites such as My Maths, Doodle and Kerboodle as well as PHHS Live

2. Holiday Arrangements

Prince Henry's High School is continuing to provide places for children over the Easter break.

3. Attendance Monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

Prince Henry's High School and social workers will agree with parents/carers whether children in need should be attending school - Prince Henry's High School will then follow up on any student that they were expecting to attend, who does not. Prince Henry's High School will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

To support the above, Prince Henry's High School will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, we will notify their social worker.

4. New Children at the School

Where children join our school from other settings we will require confirmation from the DSL whether they have a Safeguarding File or SEN statement/EHCP. This file must be provided securely **before** the child begins at our school and a call made from our DSL or a deputy to the placing school's DSL to discuss how best to keep the child safe. In some unusual circumstances, this may not be possible. Information provided must include contact details for any appointed social worker and where relevant for the Virtual School Head. Safeguarding information about children placed in our school will be recorded on our safeguarding system, will be securely copied to the placing school DSL and will be securely returned to the placing school on completion of the child's placement with us so there is a continuous safeguarding record for the child.

The DSL will undertake a risk assessment in respect of any new information received, considering how risks will be managed and which staff need to know about the information. This will be recorded on our safeguarding recording system.

5. Designated Safeguarding Lead

Mr B Freeman - Deputy Headteacher
Mrs N Barker - Assistant Headteacher
Mrs S Thomas - Assistant Headteacher
Mrs C Webb - Head of Sixth Form

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case, a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site. This might include updating and managing access to child protection online management system, CPOMS and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that all staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of who that person is and how to speak to them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

6. Reporting a Concern

Where staff have a concern about a child, they will continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS.

In the unlikely event that a member of staff cannot access their CPOMS from home, they will email the Designated Safeguarding Lead and Deputy Safeguarding Leads.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they will use a Form 1 to report the concern to the Headteacher. If there is a requirement to make a notification to the Headteacher whilst away from school, this will be done verbally and followed up with an email to the Headteacher.

Concerns around the Headteacher should be directed to the Chair of Governors.

7. Safeguarding Training and Induction

DSL training is very unlikely to take place whilst there remains a threat of the COVID-19 virus.

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing school staff have had safeguarding training and have read Part 1 of Keeping Children Safe in Education (2019). The DSL will communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers join Prince Henry's High School they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Upon arrival, they will be given a copy of the receiving setting's Safeguarding Children Policy, confirmation of local processes and confirmation of DSL arrangements.

8. Safer Recruitment/Volunteers and Movement of Staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, Prince Henry's High School will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where Prince Henry's High School are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Prince Henry's High School will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

Prince Henry's High School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Prince Henry's High School will keep the Single Central Record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

9. Online Safety in Schools

Prince Henry's High School will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

10. Children and Online Safety Away From School

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the School's Code of Conduct.

Prince Henry's High School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms provided by Prince Henry's High School to communicate with students
- Staff should record, the length, time, date and attendance of any sessions held.

11. Supporting Children Not in School

Prince Henry's High School is committed to ensuring the safety and wellbeing of all its Children and Young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they will ensure that a robust communication plan is in place for that child or young person.

Details of this plan will be recorded, as will a record of contact have made.

The communication plans can include; remote contact, phone contact, doorstep visits. Other individualised contact methods should be considered and recorded.

Prince Henry's High School and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan will be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages.

Prince Henry's High School recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of students and their parents/ carers. Teachers at Prince Henry's High School will be aware of this in setting expectations of students' work where they are at home.

Prince Henry's High School will ensure that where we care for children of critical workers and vulnerable children on site, we will ensure appropriate support is in place for them. This will be bespoke to each child and recorded, when appropriate.

12. Supporting Children in School

Prince Henry's High School is committed to ensuring the safety and wellbeing of all its students.

Prince Henry's High School will continue to be a safe space for all children to attend and flourish.

The Headteacher will ensure that appropriate staff are on site and staff to student ratio numbers are appropriate, to maximise safety.

Prince Henry's High School will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

Prince Henry's High School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS when appropriate.

Where Prince Henry's High School has concerns about the impact of staff absence - such as our Designated Safeguarding Lead or first aiders - will discuss them immediately with the SLT.

13. Peer on Peer Abuse

Prince Henry's High School recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where Prince Henry's High School receives a report of peer on peer abuse, we will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.

The school will listen and work with the young person, parents/carers and any multiagency partner required, to ensure the safety and security of that young person.

Concerns and actions will be recorded, and appropriate referrals made.

14. Social Distancing

All staff and students working in school will observe the government guidelines on social distancing. Currently these are:

- Only go outside for food, health reasons or work (but only if you cannot work from home)
- If you go out, stay 2 metres (6ft) away from other people at all times
- Wash your hands regularly



SAFEGUARDING CHILDREN POLICY:

ANNEX 3: COVID-19 School Arrangements for Safeguarding and Child Protection at Prince Henry's High School

WORCESTERSHIRE LOCAL AUTHORITY POLICY ADOPTED BY PRINCE HENRY'S HIGH SCHOOL (JANUARY 2021 LOCKDOWN REPLACEMENT FOR ANNEX 2)

Reviewing Member of Staff: Mr Ben Freeman

Date Created: 19th January 2021 – superseding Annex 2 of April 2020

Updated: 28th January 2021

Date Approved By Governors: 28th January 2021

Committee: Safeguarding, Health & Safety, Insurance & Property

**Signature:
(Chair of Governors)**

A handwritten signature in blue ink, appearing to read 'S R Butcher', written over a faint grid.

Print Name:

Mr S R Butcher

1. Context

On January 5th, 2021 another national lockdown was imposed. Schools, alternative provision, special schools, and colleges will remain open to vulnerable children and children of critical workers only. All other children and students will learn remotely until February half term.

Prince Henry's High School (Prince Henry's/the school) will continue to follow DfE COVID guidance (DfE COVID Safeguarding guidance)

2. Safeguarding and Designated Safeguarding Leads (DSL/Deputy DSL)

[Keeping Children Safe in Education](#) is statutory safeguarding guidance that all schools, FE colleges, sixth form colleges and designated institutions must continue to follow. Other 16 to 19 providers are required to comply with relevant safeguarding duties and to follow the guidance in keeping children safe in education by virtue of their funding agreement.

Early years providers must continue to follow the safeguarding requirements in section three of the [Early Years Foundation Stage framework](#).

Prince Henry's will ensure that all School staff are aware of this revised policy.

Prince Henry's will ensure that a DSL or Deputy DSL (DDSL) will be on site where possible, however, in some circumstances:

- a trained DSL (or deputy) from the early years setting, school or FE provider is available to be contacted via phone or online video, for example working from home
- sharing trained DSLs (or deputies) with other schools or FE providers (who should be available to be contacted via phone or online video)

Where a trained DSL (or deputy) is not on site, in addition to one of the above options, a senior leader should take responsibility for coordinating safeguarding on site.

3. Contact details for reporting to Public Health

For COVID-19 queries related to education settings including early years and childcare settings, schools or Post-16 provision the school will contact:

Worcestershire County Council Public Health Team
Email: WCChealthprotection@worcestershire.gov.uk
Tel: 01905 845491

For notification of suspected cases:

On-line notification: <https://capublic.worcestershire.gov.uk/TestAndTracePublic/SchoolEducation>

For notification of confirmed cases:

Worcestershire County Council Local Outbreak Response Team (LORT)

Monday-Sunday 0900-1800

Email: WCChealthprotection@worcestershire.gov.uk. Please add to the subject line "[school name] - positive case confirmed"

Tel: 01905 845491

You can find all our procedures and guidance on the management of suspected cases, management of confirmed cases and arrangements for management of a possible outbreak on our website: Coronavirus (COVID-19) Public Health guidance for settings

This annex of the Prince Henry's High School Safeguarding, and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

1.	Context	61
2.	Safeguarding and Designated Safeguarding Leads (DSL/Deputy DSL)	61
3.	Contact details for reporting to Public Health	61
4.	Key Contacts:	62
5.	Vulnerable children	62
6.	Critical workers	63
7.	Attendance monitoring	63
8.	Reporting a concern	64
9.	Safeguarding Training and induction	64
10.	Safer recruitment/volunteers and movement of staff	64
11.	Online safety in schools	64
12.	Children and online safety away from school	64
13.	Supporting children not in school	65
14.	Supporting children in school	65

4. Key Contacts:

Role	Name	Email
Designated Safeguarding Lead	Mr B Freeman	enquiries@princehenrys.worcs.sch.uk
Deputy Designated Safeguarding Lead(s)	Mrs N Barker Mrs S Thomas Mrs C Webb	enquiries@princehenrys.worcs.sch.uk
Headteacher	Dr A Evans	enquiries@princehenrys.worcs.sch.uk
Safeguarding Governor	Mrs L Biggs	enquiries@princehenrys.worcs.sch.uk
SENDCO	Mrs R Baston	enquiries@princehenrys.worcs.sch.uk

5. Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with Education, Health and Care (EHC) plans. Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

All Children and Young People (CYP) with EHCPs will be able to attend in school provision during the lockdown however parent carers may choose for their child to remain at home during this period in which case they will receive remote learning.

Risk assessments will be updated for CYP with EHCPs whose parent carers do not choose to take up an onsite school place during the current lockdown. Schools will contact SEND casework if they have any concerns about making the provision outlined in a child's EHCP through the provision of remote learning.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Vulnerable children and young people include those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan
- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:
 - children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
 - adopted children or children on a special guardianship order
 - those at risk of becoming NEET ('not in employment, education or training')
 - those living in temporary accommodation
 - those who are young carers
 - those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
 - care leavers
 - others at the provider and local authority's discretion including students and students who need to attend to receive support or manage risks to their mental health

6. Critical workers

Parents whose work is critical to the coronavirus (COVID-19) and EU transition response include those who work in health and social care and in other key sectors outlined in the following sections. Children with at least one parent or carer who is a critical worker can go to school or college if required, but parents and carers should keep their children at home if they can.

Prince Henry's will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be: **Mr B Freeman**.

There is an expectation that vulnerable children who have a social worker will attend an education setting, and the social worker will be notified if a child has had to self-isolate, either through the child having a confirmed case of COVID or is in a school bubble, that has had to collapse in order to self-isolate for 10 days so long as they do not have underlying health conditions that put them at risk.

Where parents are concerned about the risk of the child contracting COVID19, the school or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Prince Henry's will encourage our vulnerable children and young people to attend a school, including remotely if needed.

7. Attendance monitoring

Prince Henry's will inform social workers, if a child is not able to attend school due to COVID.

To support the above, the school will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does **not take** up their place at school, or discontinues, we will notify their social worker.

8. Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS/Form 1.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should report the concern to the Headteacher. Concerns around the Headteacher should be directed to the Chair of Governors. All concerns must be reported to the Local Area Designated Officer (LADO).

9. Safeguarding Training and induction

Designated Safeguarding Leads (or deputies) will be able to access DSL training either virtually or face to face and all DSLs will need to have their DSL certificates up to date.

All existing school staff have had safeguarding training and have read Part 1 of Keeping Children Safe in Education (2020). The DSL will communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter the school, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our school, we will consider the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

10. Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, Prince Henry's will continue to follow the relevant safer recruitment checks.

During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

11. Online safety in schools

Prince Henry's will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

12. Children and online safety away from school

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns will be dealt with as per the Safeguarding Children Policy and where appropriate, referrals will still be made to children's social care and as required, the police. If children are sent home to self-isolate due to a breakdown in school bubbles, online safety will continue to be followed.

Online teaching will follow the same principles as set out in the School's Code of Conduct.

Prince Henry's will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class, if taught by staff at home will be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms provided by the school to communicate with students
- Staff should record, the length, time, date and attendance of any sessions held.

13. Supporting children not in school

Prince Henry's is committed to ensuring the safety and wellbeing of all its children and young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they will ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded, as must a record of contact they have made.

The communication plans can include; remote contact, phone contact, doorstep visits. Other individualised contact methods should be considered and recorded.

Prince Henry's and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages. Prince Henry's recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of students and their parents/carers. Teachers at Prince Henry's need to be aware of this in setting expectations of students' work where they are at home.

Prince Henry's will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded, when appropriate.

14. Supporting children in school

Prince Henry's is committed to ensuring the safety and wellbeing of all its students. The school will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to student ratio numbers are appropriate, to maximise safety.

Where the school has concerns about the impact of staff absence - such as our Designated Safeguarding Lead or first aiders - these will be discussed immediately with the SLT.