**CHILD PROTECTION POLICY**

**November 2022**

**SAFEGUARDING AND PROMOTING WELFARE**

***A whole school approach to the safeguarding and promoting of children, their families and those who care for them within Glow Education Project and creating a safe culture for ensuring the paramount welfare of its learners.***

**Date of Policy: 19 November 2022**

**Date approved by *Glow Education Project*: 19 November 2022**

**Date review of Policy is due: November 2023 or when any changes are made to KCSIE**

**The Designated Safeguarding Lead (DSL): Martin Mendez**

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**Introduction**

***Glow Education Project*** take its responsibilities to safeguard the welfare of children, young people ***(referred to as learners)*** and adults seriously. All staff, no matter what their role, will be committed to ***Glow Education Project’***s policies and procedures to ensure learners are safe, free from harm and keeping their welfare as paramount. This includes the welfare of colleagues and those who have any role to play in the life of the organisation.

***Glow Education Project*’s** ethos is that the effective safeguarding of learners can only be achieved by putting them at the centre of all that is done and where staff listen and hear what they have to say i.e. a child centred approach. Every individual will play their part, including professionals from other agencies, to meet the needs of the most vulnerable learners and keep them safe.

***Glow Education Project*** will take opportunities to teach important safeguarding issues in a way that is age appropriate. ***Glow Education Project***, therefore, led by senior members of staff, aims to provide a safe environment and vigilant culture where learners can learn and be safeguarded.

***Glow Education Project*** believes in creating a culture that allows learners to grow, feel safe and know that those responsible for them are clear about their responsibilities toward them. Although ***Glow Education Project*** is not a school, it supports and will promote the principles of **a whole school approach** where everyone takes a part in safeguarding and promoting the needs of the learners and each other and understands that everyone has a responsibility, no matter what their role. It acknowledges the role it has in the wider safeguarding system, working with other agencies and stakeholders.

**Keeping Children Safe in Education 2020.**

This updated ***Glow Education Project*** policy includes relevant references to Keeping Children Safe in Education, September 2020 (KCSIE).

***Glow Education Project*** will use the guidance in KCSIE 2020 as a critical point of reference, advice and compliance. It has used some of its key Appendices as a support to this policy. All staff must be aware of the full document and as appropriate, refer to it when needing to consider the practical details of how to respond to specific situations.

All staff will be required to read Part One of KCSIE 2020, given to them at the staff induction. However, all staff must be informed of any changes to both KCSIE and the implications for ***Glow Education Project*** policy and practice at its yearly training sessions.

**Improved practice through learning**

***Glow Education Project*** commits itself to constantly reviewing its practice, conduct and competence and through internal and external supervision and consultation, training and bespoke development sessions, it continues to ensure that its policies not only reflect learning but also remain firmly within the compliance of local and national requirements and expectations.

With this in mind, ***Glow Education Project*** has decided to adopt the commitment to making policy requirements mandatory, in that the word “must” is used in this policy more frequently. This is to ensure the absolute commitment to requirements by all without compromise. Where the would “should” is used, all staff will still be required to act in accordance with expectations unless there is a good reason not to and agreed with the DSL or their Deputy.

**Covid 19.**

***Glow Education Project*** recognises that the safeguarding of all gains a greater prominence given the necessary safety precautions needed due to the Covid 19 pandemic. It will have in place a “live” risk assessment to assess and manage the safety of all, reviewed on an on-going basis in line with Government announcements, and the needs of the local school setting.

The Designated Safeguarding Lead will act as the named person for maintaining and reviewing the measures put in place. No learner or member of staff will work outside of such measures nor made vulnerable within them.

In particular, staff within ***Glow Education Project*** will be mindful of the impact on learners and its staff, physically and emotionally, of the Covid 19 pandemic and the appropriate restrictions to ***Glow Education Project*** practice and daily life. It recognises its duty of care to all within ***Glow Education Project*** to support each other and to create opportunities for leaners to share with and speak to staff.

**The safeguarding of children, young people and adults who may be vulnerable.**

Although ***Glow Education Project*** uses the language of learners to refer to those who are supported in its organisation, it supports and implements the language and the principles of The Children Act 1989/2004, which defines a child as one up to the age of their 18th Birthday.

Children who are accommodated by the Local Authority as a Looked after Child at their 18th Birthday may need on-going Local Authority Support up to their 21st Birthday.

The best interests of the learner are paramount and considered at all times. The Government framework for safeguarding children, **Working Together to Safeguard Children 2018**, defines safeguarding as:

* Protecting children from maltreatment
* Preventing impairment of children’s mental and physical health or development;
* Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
* Taking action to enable all children to have the best chances

It is important to recognise that in light of lessons learnt from national and local Serious Case reviews, the safeguarding of all children and young people and therefore learners within ***Glow Education Project*** is more to do with the promotion of their welfare and needs throughout every aspect of day-to-day life at ***Glow Education Project***. It is about the support, care and development of all learners and therefore staff will continually have their needs in mind to ensure they are always the primary focus.

The protection of learners at ***Glow Education Project*** is therefore only one aspect of the need to safeguard and promote their welfare.

Working Together to Safeguard Children 2018 defines child protection as:

***“Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer harm.”***

Further, in light of the Care Act 2014, ***Glow Education Project*** will fulfil its duty of care to those adults who may care and support needs when appropriate and will follow the same procedures for dealing with concerns for children.

***Glow Education Project*** will also take particular account of those over 18 years of age where:

* There are concerns for someone over 18 years of age;
* It may become clear that a member of a learner’s family needs help and the organisation’s contact and relationship with them means advice, help or referral might be offered;
* Colleagues/members of staff may be vulnerable and need support

**Context of the Policy**

This Policy should be read in conjunction with:

• Working Together to Safeguard Children 2018;

• What to do if you are Worried a Child is Being Abused - Advice for Practitioners; and

• Departmental advice Sexual Violence and Sexual Harassment between Children in Schools and Colleges

Further:

* The Children Acts 1989 and 2004
* Working Together to Safeguard Children 2018
* Keeping Children Safe in Education 2020 (KCSIE)
* Local Safeguarding Children Board procedures
* What to do if you are worried a child is being abused 2015
* Ofsted Safeguarding in schools 2011 and 2014
* Education Act 2002, Section 175
* Protection of Freedoms Act 2012
* Care Act 2014
* “When to call the Police” NPCC

It will be for the DSL to ensure, especially through supervision, that staff understand and discharge their role and responsibilities as set out in Part One of the guidance.

Further, the organisation has related Policies in place, which may need to be cross-referenced:

* Anti-bullying Policy
* Equal Opportunities Policy
* PHSCE and Citizenship Policy
* Drug and Misuse of Substances Policy
* Confidentiality Policy
* Behaviour Policy
* Attendance Policy
* Special Educational Needs and Disabilities Policy
* Health and Safety Policy
* Safer Recruitment and Selection of Staff Policy
* Positive Handling Policy
* Internet Policy for Young People
* Managing Allegations against Staff
* Managing Allegations - Pupils
* Whistleblowing Policy
* Staff Code of Conduct
* Visitors Policy

***Glow Education Project Policy statement.***

Taking account of the above, ***Glow Education Project’s*** safeguarding statement is:

* The welfare of the learner is paramount (Children Act 1989/2004)
* All learners, irrespective of their age, cultural background, disability, gender, language, racial origins, religious beliefs or sexual orientation have the right to protection from abuse. ***Glow Education Project*** see this as their basic human right;
* All staff will safeguard learners’ wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teacher Standards 2012)
* All suspicions and allegations of abuse will be taken seriously and responded to immediately
* The DSL or their Deputy will take responsibility for ensuring that such concerns are dealt with and responded to in line with organisational procedures
* All staff, including temporary or agency staff as well as visitors, including contractors or those working from other agencies with learners, will subscribe to the organisation’s policy and procedure and will report any concerns accordingly
* All staff will recognise that often their duty of care might go beyond just the presenting concern as it may highlight relevant and connecting issues in and for the rest of the family
* All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments

To fulfil these requirements, ***Glow Education Project*** is committed:

* To prevent or eliminate, as far as is possible, incidents of, or threats from, any form of abuse within the organisation, their home or community at large;
* To maintain a high priority the mental health of all its learners in order to make the link with safeguarding issues and to offer the best care and support at all times
* To ensuring it has up to date policies and procedures in place that are relevant for the safety of all and to ensure all concerns are progressed speedily and efficiently, even at an early preventative stage
* Ensuring that there is absolute certainty about the named people responsible for safeguarding and this information is known to all
* Having in place reviewing and auditing mechanisms to ensure that all staff, volunteers and other appropriate people are fulfilling their responsibilities and that current systems are effective. This is through supervision for DSL and DDSL. Training will be yearly for all staff which addresses audit processes. We are currently working on audit trail to address compliance with policies and procedures.
* Offering assurances and undertakings to learners and their parents/carers of the care their learner will get and the framework for dealing with the prevention of harm and abuse
* Ensuring that the organisation has in place appropriate training programmes to maintain staff awareness of their responsibilities in relation to child and adult protection
* Ensuring that refresher timescales for training are adhered to and the availability of updates on a regular basis
* Ensuring that the organisation complies with all relevant national and local changes in legislation, guidance and protocols

***Glow Education Project*** will:

* Ensure that all policies and procedures are reviewed and updated in line with national and local requirements and make appropriate changes
* Ensure that there are systems in place to support the effective management of safeguarding, especially the role of DSLs, training for all staff and supervision as appropriate
* Ensure that there is someone who can offer appropriate external advice and support with safeguarding concerns especially when they are complex and/or relate to allegations against staff
* Ensure quality assurance processes are in place and oversee the information they produce to measure the progress and effectiveness of existing safeguarding frameworks.

**The Designated Safeguarding Lead (DSL) and their Deputy.**

The DSL will be responsible for the effective safeguarding systems within ***Glow Education Project***, offering support and advice to staff and making final decisions about response to concerns.

The DSL will have more of a complete picture of the learner’s needs and any previous concerns and best placed to be the one to take this responsibility.

The relationship between the DSL and deputy DSL must be collaborative and mutually respected with open communication between the two as appropriate. In the absence of the DSL, the Deputy must be able to access records to make effective decisions.

The full responsibilities are contained in Appendix 1 of this policy.

**Co-operation and collaboration including with other agencies.**

No single professional can have a full picture of a learner’s needs and circumstances, so everyone who has contact with them has a role to play and the importance of sharing information, communicating and collaborating with other agencies remains essential.

***Glow Education Project*** is committed to ensuring it does not work in isolation of all those others who are knowledgeable about and working with the learner and their family and will take its responsibility seriously to share information and work alongside others as appropriate.

***Glow Education Project*** respects that best outcomes for learners and their families comes with pro-active collaboration with themselves, including them in decision making and information sharing as appropriate. Only if it safe to do so will ***Glow Education Project*** inform them of safeguarding allegations or concerns but consideration will be given at all times about how to work positively with the learner and/or their family.

***Glow Education Project*** understands its role in the three safeguarding partner arrangements and especially the DSL and their Deputy will be aware of and follow their local arrangements.

**The voice of the learner**

***Glow Education Project*** is committed to providing the best care and support to help all who they work with grow and reach their fullest potential. They will promote the importance of the learner being at the centre of all it does, especially when dealing with concerns about them.

***Glow Education Project*** will:

* Establish and maintain an ethos that learners are of primary concern
* Ensure opportunities for learners to talk and be listened to
* Make clear to learners who the key adults are in the organisation that they can go to and talk with
* Consult with the learner, where appropriate, when dealing with a concern about them, ensuring they have shared any information important to them, including what they want to happen
* Record accurately and without prejudice any information shared by a learner, or others about them
* Create opportunities for learners to understand the need for their own safety and how they can get help for others when needed
* Ensure that their diverse needs are treated respectfully and sensitively when seeking to help and support them especially if that involves the need for referral to other agencies.

**Safeguarding in the Curriculum.**

In line with KCSIE 2020, ***Glow Education Project*** will bring into its curriculum teaching for learners on safeguarding and especially on-line safety.

The DSL along with the Head will oversee this is implemented into the school curriculum and take account especially of those subjects mentioned in KCSIE.

**Think Family approach and contextual safeguarding.**

In order to meet the needs of the learner and keep them safe, ***Glow Education Project*** must take account of their family and community circumstances. ***Glow Education Project*** will do its utmost to work in partnership with the family, acknowledging that best outcomes are achieved with their involvement and participation. It will ensure that details of the learner’s family, including significant people within the household, are clearly documented, and reviewed at an appropriate opportunity.

In assessing how best to support a learner, the wider context must be taken into account, so consideration will be given to what is known about their family, the environment in which they live and socialise and relationships with others, especially other young people and adults.

***Glow Education Project*** staff will be alert to other aspects of contextual safeguarding will be related to previous concerns about the learner, their individual and diverse characteristics and identity as well as understanding any significant events the learner may have experienced, past or present, which sets any concerns or behaviours in context and best decides how to keep them safe.

**Creating a safe culture**

***Glow Education Project*** recognises that because of their day to day contact with learners, all staff are well placed to create an environment that promotes safety and support and helps learners to know how to report concerns and seek help and to be assured their concerns will be taken seriously.

Through displayed accessible information, ***Glow Education Project*** will demonstrate its commitment to safeguarding, responding well and taking seriously any concerns the learner, or other staff members, may have.

**Looked after children**

***Glow Education Project*** will take its responsibility to those learners who are Looked After particularly seriously given they will be subject to a multi-agency plan which ***Glow Education Project*** will be able to contribute to as appropriate.

The DSL will have details of the learner’s social worker and the virtual school (T: 0115 876 4692, E: [thevirtualschool@nottinghamcity.gov.uk](mailto:thevirtualschool@nottinghamcity.gov.uk)) and will ensure that ***Glow Education Project*** takes an active part in contributing to the plans in place for learners. It will ensure that the educational achievement of children Looked After is promoted and supported by the Local Authority.

**Responding to concerns for children in need of help, especially protection.**

Detailed information is contained with Appendix 2 of this Policy.

***Glow Education Project*** recognises the duty to respond immediately to any concerns expressed about a learner’s welfare. All staff must follow procedures, ensuring that all concerns are reported to the DSL or their deputy immediately**.**

In accordance with Keeping Children Safe in Education 2020, ***Glow Education Project*** recognises the difference between a concern about a learner and the immediate danger of someone. When a learner is in immediate danger, the DSL or Deputy will contact the statutory agencies and/or emergency service immediately. However, any member of staff should take such urgent action if others are not immediately available or contactable.

***Early help***

Early help is an essential provision for learners where concerns are not of a protection nature, but support, assessment and early intervention is appropriate. The DSL will have a key role in liaising with agencies and setting up any assessments needed.

***Glow Education Project*** staff are aware of the Early Help Assessment process and must understand their role in this, which includes identifying emerging problems to recognise learners who may benefit from early help, passing on concerns and liaising with other agencies at this early stage as appropriate. All Staff must in the first instance discuss their concerns with the Designated Safeguarding Lead or their deputy and understand that they may be required to support other agencies and professionals in assessments for early help. They will receive help to liaise and work with other agencies and ensure a constant review is in place to ensure progress.

It may be that in some instances ***Glow Education Project*** will act as the lead professional in undertaking such assessment and is committed to doing so and taking advice on how best to do this with support from partner agencies. The Designated Safeguarding Lead must support the staff member taking the lead in setting up the process.

However, in relation to concerns about likelihood of or actual harm, ***Glow Education Project*** will respond in accordance with Local Safeguarding Board procedures and will not allow anything to compromise their need to report and seek advice without delay. Dealing with concerns about abuse is complex and are not usually stand-alone concerns but will overlap with several forms of abuse. This will require careful consideration by the DSL and other agencies in responding to them.

***Glow Education Project*** will have in place escalation processes so staff can take their concerns elsewhere if they are not taken seriously or disagree with the agreed action.

Staff must record the concern, no matter how minor, and review the progress of the action of that concern to achieve resolutions and outcomes.

***Glow Education Project*** will fulfil the requirement to work alongside other agencies when required to seek further advice or help, or to make a formal referral for more formal action.

**Information sharing.**

In order to work in partnership, ***Glow Education Project*** recognises their duty to share information as appropriate, especially when of a safeguarding nature. It will uphold its GDPR requirements and will not withhold the sharing of any information that protects and keeps anyone safe and fears about the sharing of such information will not stand in the way of the need to safeguard and promote the welfare of the learners especially.

**Allegations against staff/Directors.**

***Glow Education Project*** takes very seriously the professional conduct and behaviour expected of all staff given their privileged position in working with children and young people, many of whom are vulnerable.

***Glow Education Project*** has a code of conduct which is known to all its staff and learners to set standards for conduct and behaviour. All staff must report any concerns about members of staff whether the behaviour is at work or away from the premises. Staff will be aware that even when off duty their responsibilities and duty to represent ***Glow Education Project***, its work and standards without bringing reputational damage or risk will always be uppermost.

Given the governance structure of ***Glow Education Project***, in all cases the DSL or their Deputy will seek advice for any concerns about staff, whatever role they hold, from the LADO/DOLA and action agreed.

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| --- | --- | --- |
| **Name** | **Role** | **Contact Details** |
| **Lisa Hurst** | Schools and Education Safeguarding Co-ordinator | [Lisa.hurst@nottinghamcity.gov.uk](mailto:Lisa.hurst@nottinghamcity.gov.uk)  Tel – 0115 8762042 |
| **Karen Shead** | 0-19 Safeguarding  Co-ordinator | [Karen.shead@notitnghamcity.gov.uk](mailto:Karen.shead@notitnghamcity.gov.uk)  Tel – 0115 8764725 |
| **Debbie Mawson** | LADO Business Support | [lado@nottinghamcity.gov.uk](mailto:lado@nottinghamcity.gov.uk)  0115 8765714 |
| **Tina Wright** | LADO | [Tina.wright@nottinghamcity.gov.uk](mailto:Tina.wright@nottinghamcity.gov.uk%20) 07842601599 |
| **If no contact with any of the contacts above** | Nottingham City Safeguarding Children Partnership | 0115 8764762 |

There may be many times when internal action only is required with such decisions will not be made in isolation of the LADO/DOLA.

Where the concern is about the DSL, the Deputy will deal with the concerns. When it is about the Deputy, the DSL will deal with matters. However, the LADO/DOLA must be informed anyway.

Early consideration will take place when any one of the situation in KCSIE 2020 occur:

• Behaved in a way that has harmed a child, or may have harmed a child;

• Possibly committed a criminal offence against or related to a child;

• Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or

• Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Suspension of staff, including Directors, will take place if it felt that someone’s behaviour is an immediate risk or after discussions with the LADO/DOLA it is felt that this is an appropriate action to protect everyone, including the member of staff or Director. The DSL, unless it about them. will take the lead in ensuring all appropriate considerations are taken into account and that the guidance in Part Four of KCSIE 2020 is carefully followed

***Glow Education Project*** recognises that some staff may find it difficult to raise concerns about others or may feel that they are not being heard. In these instances, the whistleblowing channels will be open in accordance with ***Glow Education Project***’s whistleblowing policy.

**Intervention strategies with learners.**

It will be important for staff to be able to respond to the behaviour of the Learners in a sensitive, appropriate and safe way and so staff must undertake appropriate training on how to respond well.

***Glow Education Project*** adopts the KCSIE 2020 provision that reasonable force is sometimes necessary to safeguard an individual and/or others. Reasonable means, “not using more force than is necessary”. Staff must always seek to undertake any intervention strategies with the safety and protection of all.

All interventions must be recorded and the DSL will take a particular interest in analysing such incidents to ensure safe practice.

S**pecial circumstances.**

The document, Keeping Children Safe in Education (KCSIE) 2020, identifies those circumstances where children and young people will be particularly vulnerable. ***Glow Education Project*** must provide additional care and support in these situations and be especially alert to the need to pass on concerns to the DSL immediately. Appendix 3 outlines in full detail the specific situations.

***Glow Education Project*** will pay particular attention to ‘known’ cases of Female Genital Mutilation (FGM) however they come to hear the information. If anyone within the organisation discovers that an act of FGM appears to have been carried out on a girl or their siblings under the age of 18, the matter must be reported to the Police immediately.

Further, it will ensure all staff are fully aware of the procedures for dealing with peer on peer abuse, children who go missing from education and sexual violence and sexual harassment involving young people.

***Glow Education Project*** recognises the need to work with Local Authority Social Care Services and the Police when dealing with many of these situations rather than dealing with matters internally.

Online safety will be given top priority and all equipment used by ***Glow Education Project*** and accessible by learners will be appropriately secured to ensure safety.

In all the above and those contained in Appendix 3 of this Policy, staff will work with learners and ensure they are receiving training, information, support, and open discussions about such areas of interest and concern.

**Safer recruitment.**

***Glow Education Project*** will ensure that all recruitment is subject to Safer Recruitment procedures to allow for a robust, transparent, and equal process of ensuring people are suitable for their respective role.

Appropriate HR processes will be followed including DBS requirements. Any staff will not be able to start employment with ***Glow Education Project*** until DBS is returned, and any convictions checked.

An induction checklist will be carried out on all staff which includes:

* Proof of identity documents checked
* NI number given
* Tour of premises – Entrances/Exits. Fire Exits & Procedures. First Aid facilities.
* Staff Handbook
* Job roles and responsibilities given

References – ***Glow Education Project*** will carry two references on potential staff members. This will include:

* Any disciplinary procedures during employment
* Any disciplinary offences related to children - ***Glow Education Project*** will not be able to employ if yes
* Any concerns for why the employee shouldn’t work with children – the nature of the concern will be investigated before employment. Eg. Other references
* Any skills and abilities required for employment at ***Glow Education Project***

***Glow Education Project*** will contact the Teacher Barring Service (Teacher Status Checks) to ensure that a person employed as a teacher, whether qualified or not, is not subject to a Prohibition Order.

No member of staff will be allowed to work without being approved to do so and after the process of safer recruitment is fully complete.

All staff, no matter what their role, will be subject to an induction programme and probationary period of six months from their date of commencement in that role.

The updated safer recruitment flowchart is contained in Appendix 5 of this Policy.

**Information sharing.**

***Glow Education Project*** will promote the importance of information sharing as a means of ensuring the best way to support learners and especially progress any concerns by way of thorough assessment.

Within the organisation, information will be shared as appropriate and, on a need-to-know basis, acknowledging that some level of feedback to staff who have raised a concern is important if they are to be clear about ongoing ways of supporting a learner and their family, relevant information about the family and/or if further action may be needed.

KCSIE 2020 makes it clear that the Data Protection Act 2018 and General Data Protection Regulations (GDPR) should not be a barrier to the sharing of information where failure would result in a child being placed at risk of harm – fears about data sharing should not come before safeguarding a learner.

The DSL must take responsibility for the child protection file of each learner, making sure that when the learner moves on the file is forwarded appropriately and in a suitable manner to the correct location and with all the information up to date. It will be best practice to alert the relevant agency to a pending transfer of information by the DSL especially if there need for discussions about risk to/from a learner.

As ***Glow Education Project*** is an alternative provider for education, it will be particularly essential that the DSL ensure that on receiving a new learner, all the information is received to help staff understand the needs of the learner. If information is not complete or a file does not appear available, the DSL must follow up immediately.

Additionally, when a learner transfers to another provision, including a return to mainstream education, the appropriate information is transferred as appropriate.

**Recording.**

***Glow Education Project*** has in place an electronic system CPOMS for the recording of all concerns.

All appropriate staff must have training and oversight in using the system. The DSL will be responsible for the governance of the system and use appropriate IT security and advice systems available.

**Training.**

The DSL will ensure that every member of staff undertakes Safeguarding training appropriate to their role. The DSL will ensure that staff are meeting the requirements for training at their level and each member of staff will take responsibility for their own development ensuring they enquire as to when appropriate training needs to be done, especially refresher training.

All staff must attend safeguarding and child protection training all staff members at least annually within ***Glow Education Project*** but the DSL will ensure that they have access to Local Authority training as appropriate to their role.

The DSL will have designated safeguarding training every three years. However, the DSL and their Deputy will update their knowledge and skills at regular intervals but at least annually. This might be done through reading e-bulletins, meeting other designated safeguarding leads, or undertaking reading around safeguarding. The Local Safeguarding Children and Adult Boards offer training on a whole range of safeguarding related matters.

Such information will be disseminated to all staff no matter what their role, so they too can be kept up to date with appropriate information, learning and relevant policy developments. In staff meetings, the DSL will ensure a constant reference to safeguarding matters and create opportunities for constant updates and learning.

***Glow Education Project*** will inform parents/carers and their learners and other appropriate interested parties of the commitment to safeguarding and highlight key aspects of how we will deal with any concerns, especially those against a member of staff.

**Supervision.**

All staff will receive supervision on a regular basis, which will be formally recorded. For Directors and teaching staff this will be every six weeks and for administrative staff it will be every three months.

Safeguarding supervision offers a formal process for professional support and learning as well as for overseeing the work, development and competence of those within a lead safeguarding role, forming professional judgements and making decisions about the welfare of children and young people. It is important in promoting high standards of practice and to ensure that the expectations of the organisation are met. It is an integral part of ***Glow Education Project***’s commitment to safeguarding and in supporting key roles within the organisation.

The DSL and the Deputy will have such supervision to support their role as well as to review and develop their practice. ***Glow Education Project*** is committed to providing external independent supervision for these roles.

In addition, other means of support and development will be undertaken as necessary including group supervision to create a forum to share and challenge practice and agree professional standards and practice.

**Quality assurance.**

***Glow Education Project*** will ensure that safeguarding processes are audited and reviewed to ensure that they are achieving quality outcomes for safety and support and to inform any improvement in overall policy and practice.

The organisation will have in place a framework for quality assurance measures. This information must be available to key staff, and where appropriate learners and their parents/carers in a way that reassures them that processes are in place and constantly reviewed.

**Review of policy**

A review of this Policy will take place within 12 months of its implementation.

**Appendix 1**

**Roles and responsibilities**

Safeguarding and promoting the welfare of learners is **everyone’s responsibility**.

Everyone in ***Glow Education Project*** who comes into contact with learners and their families has a role to play in safeguarding children and young people. All staff must consider, always, what is in the best interests of learners, their families and each other as colleagues.

When new staff commence employment, no matter what their role, they will be made aware of all related policies and procedures through induction. Especially, they will be informed of:

* Staff Code of Conduct
* Behaviour policy
* The safeguarding response for children going missing from education
* The role of the Designated Safeguarding Lead

All staff will receive safeguarding and child protection training which will be updated every three years. In addition to this training, all staff members will receive child protection and safeguarding updates when required, but at least annually.

All staff must know what to do if a learner needs early help or there are concerns about them including disclosures of abuse and neglect. Staff will maintain a level of confidentiality whist liaising with the designated safeguarding lead and children’s social care. Staff will never promise a learner that they will not tell anyone about a disclosure or allegation, recognising this may not be in the best interest of the learner.

**Teachers (including NQTs) – Professional duty**

The Teacher’s Standards 2012 remind us that teachers and newly qualified teachers should safeguard children and maintain public trust in the teaching profession as part of their professional duties.

**Designated Safeguarding Lead – Pat Burton**

***Glow Education Project*** must have a designated safeguarding lead who takes lead responsibility for safeguarding and child protection and who has received appropriate training and support for this role. The designated safeguarding lead will always be a senior member of the leadership team and their responsibilities are explicit in their job description.

***Glow Education Project*** also will have a deputy safeguarding lead, who will provide cover for the designated safeguarding lead when they are not available. The deputy safeguarding lead will receive the same training as the designated safeguarding lead.

They will provide additional support to ensure the responsibilities for child protection and safeguarding learners are fully embedded within our ethos and that specific duties are discharged. They will assist the designated safeguarding lead in managing referrals, attending Child Protection Conferences, supporting, and representing learners.

Designated Safeguarding Lead is expected to:

* Manage referrals
  + Refer cases of suspected abuse or allegations to the relevant investigating agencies
  + Support staff who make referrals to children’s social care and other referral pathways
  + Refer cases where a person is dismissed or has left due to risk/harm to a child and the DBS as required
* Work with others
  + Liaise with the Lead Director to inform him/her of any issues and ongoing investigations
  + Liaise with the case manager and the LADO/DOLA where there are concerns about a staff member
  + Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies. Act as a source of support, advice and expertise for other staff
  + Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children
  + Liaise with the local authority and other agencies in line with Working Together to Safeguard Children 2015
* Undertake training
  + Formal designated safeguarding lead training will be undertaken every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually. The designated safeguarding lead is responsible for their own training and should obtain access to resources or any relevant refresher training.
  + The training undertaken should enable the designated safeguarding lead to:
    - Understand the assessment process for providing early help and intervention through the Family Support Pathway, EHAF and the Early Help Unit.
    - Have a working knowledge of how the Nottingham City Safeguarding Children Board (NCSCB) operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so
    - Ensure that each member of staff has access to the child protection policy and procedures
    - Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers
    - Be able to keep detailed, accurate, secure written records of concerns and referrals
    - Understand the Prevent Duty and provide advice and support to staff on protecting children from the risk of radicalisation
    - Encourage a culture of protecting children; listening to children and their wishes and feelings
* Raise awareness
  + Ensure that the child protection policies are known, understood and used appropriately
  + Ensure that the child protection policy is reviewed annually, procedures and implementation are updated and reviewed regularly
  + Work strategically to ensure policies and procedures are up to date and drive and support development work within ***Glow Education Project***
  + Ensure that the child protection policy is available to parents and carers and make parents/carers aware that referrals may be made about suspected abuse or neglect
  + Liaise with the NCSCB and ensure all staff receive induction training covering child protection and can recognise and report any concerns immediately as they arise
* Child protection file
  + ***Glow Education Project*** E is responsible for ensuring that when a learner leaves ***Glow Education Project*** their child protection file is transferred to the referring agency/school. Files will be hand delivered or sent by recorded delivery.
* Availability
  + During term time the designated safeguarding lead (or a deputy) will always be available (during ***Glow Education Project*** hours) for staff at ***Glow Education Project*** to discuss any safeguarding concerns. Appropriate arrangements will also need to be made for any out of ***Glow Education Project*** hours’ activities.

**Appendix 2**

**Identifying concerns**

All ***Glow Education Project*** staff members will know how to identify learners who may be being harmed and how to respond to a learner who discloses abuse, or where others raise concerns about them. Staff will be familiar with the procedures to be followed.

**Responding to concerns for help**

**“Doing nothing is not an option” – Inquiry into the death of Baby Peter – Lord Laming**

All staff will be aware that not all concerns relate to abuse or neglect. Day to day life events can warrant sensitive care and assessment e.g. bereavement, family changes, relationship difficulties. These circumstances will be just as important to assess and get appropriate help for especially in considering the impact of such events and the likely or related behaviours.

It is the responsibility of everyone in the life of ***Glow Education Project*** to take any concerns seriously and deal with them appropriately. It is likely that concerns will arise in several ways:

* Someone has a “niggling concern” – often described as a “feeling in the belly” or a “feeling that something isn’t right”. Such a response requires staff to talk with each other and begin a dialogue to see if a learner needs an early response or intervention about a matter
* Regular patterns of behaviour or concerns – in isolation, it is likely that a concern could be explained or dismissed. However, with good recording systems, concerns can become more identifiable when they are more regular and persistent
* Behaviours of learners – given that they will often communicate their concerns in many ways and especially through their behaviour, it may be that the behaviour is a form of disclosure
* Concerns about general welfare of a learner which might need practical immediate help
* Third party information – another learner or adult shares information about someone
* Concerns about workers arise and how they relate to a child
* Observing the behaviour between learners
* A specific disclosure – a learner makes a specific allegation or disclosure
* Concerns about a member of staff’s behaviour in relation to their own children perhaps expressed through social conversation or evident because the member of staff is going through personal difficulties which could affect their own parenting capacity and/or professional judgement

All concerns, no matter how they arise should be taken seriously and considered for action and the appropriate steps taken as part of ***Glow Education Project***’s procedures. However, any concerns or allegations of abuse must be reported immediately as these will always need to be passed to the appropriate Local Authority.

All staff will be alert to their own possible hesitations in passing on concerns of any sort, the most common being:

* Fear of being wrong
* Fear of reprisals from others
* Fear of “spoiling” a relationship with a child, their family or a member of staff if it is about them
* Thinking that a behaviour or concern is “normal” and therefore can be dealt with as part of their day to day care without any other action necessary
* Explaining a child’s behaviour as part of their disability or learning needs, thus not giving adequate attention to the concern or even dismissing it
* Not being strong enough to challenge others who don’t agree that there is a concern, especially when a staff member is new or afraid to challenge managers
* Worrying that reporting will make it worse for the child
* Believing that it is others who have the responsibility to deal with safeguarding issues – “it’s not my job”

In addition, staff should be aware that there are several reasons why learners may not want, or be able, to tell of a concern:

* They are scared because they are being threatened
* They worry about what will happen to them
* They think what is happening to them is normal for themselves – and everyone else too
* They cannot communicate in a way that gets their concern acknowledged
* They are afraid that they will not be taken seriously
* They have tried to tell before but to no avail and so don’t want to bother again
* They worry about getting their parents/family into trouble

It will be especially important to recognise that for learners with learning needs and disabilities, their ability to communicate any concerns will need extra sensitive, support and skill.

It is **NOT** the responsibility of staff to make judgements about whether what a learner says is true or not. It is important to **take them seriously** and ensure that the correct procedure is followed to allow a thorough assessment of the concern and then for the DSL to determine the best courses of action.

**Procedural steps**

Some concerns may be able to be dealt with as part of the day-to-day care of the learner. However, those concerns should still be recorded and passed to the DSL, as there may have been previous similar low-level concerns which will help to form a bigger picture and for which a pattern is forming.

Any concern must be recorded on the ***Glow Education Project*** CPOMS system. If the matter is protection in nature and needs urgent attention, there should be no delay in getting this to the DSL and even before a form is completed.

Staff should not investigate the concern. If appropriate, gather information only – from the learner, colleagues, or previous information. It will be very important not to contaminate any process by staff probing, investigating, or interviewing inappropriately.

The DSL is responsible for considering the concern, assessing it and recommending appropriate action.

There will be several options for the DSL to consider and in line with Local Authority thresholds for intervention. Some practical steps may be:

1. **No further action** – this should only be agreed if the matter is already dealt with, possibly as part of the day-to-day care of the learner and there are no outstanding safeguarding concerns.
2. **Monitor the well-being for the learner** – this should only be agreed if the concerns are manageable within ***Glow Education Project***, as part of a plan, which makes clear what is to be monitored, and with a review timescale appropriate to the concern.
3. **Seek advice from Social Care for options for help and support** - especially for a learner in need and appropriateness of early help assessment **(EHA).**
4. **Make a formal referral to Social Care** as per the Local Authority threshold for intervention and especially if allegations of abuse are made in any capacity. All formal referrals to Social Care should be recorded on the Referral to Social Care form. If the concerns are about staff, then the DOLA/LADO should be contacted.

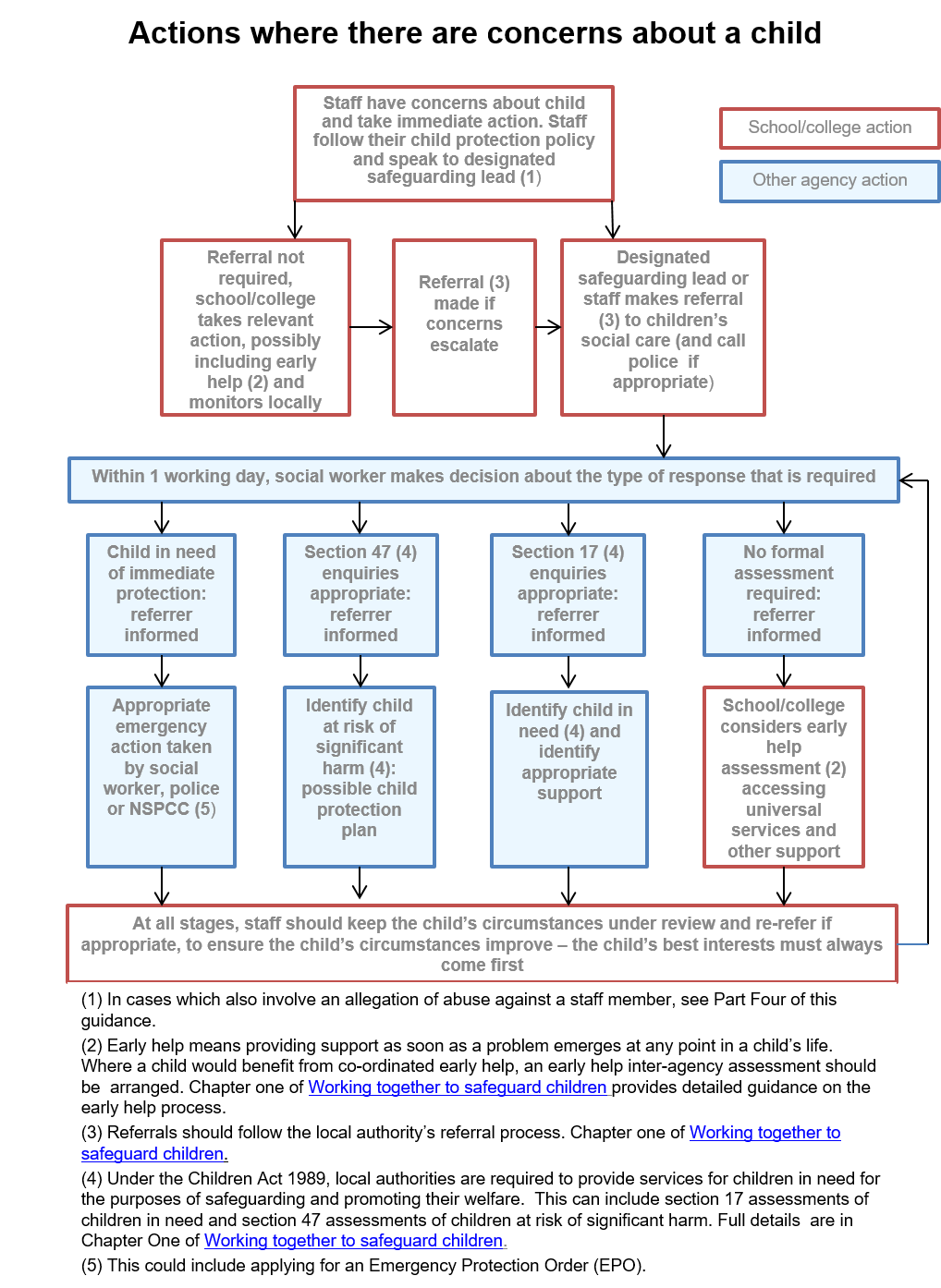
**Escalation**

Staff need to be aware of those times when concerns may look as though they are not progressing to an outcome or some form of action:

* Difficulty in getting hold of the DSL
* Staff not being satisfied with the decision of the DSL
* Staff aware that a colleague has not passed on a concern
* External agencies not accepting a referral from ***Glow Education Project*** when it is felt one is needed
* Staff not aware of what has happened to their concern because of a lack of feedback

It is important that staff do not close a concern because they feel “stuck” or “they can’t do anymore”. It is important to escalate concerns to the DSL or other senior staff or if necessary to the Independent Safeguarding Consultant.

The important principle is not to allow a concern to be “closed down” without it having received the necessary attention, assessment and resolution.



The DfE guidance “[What to do if you're Worried a Child is Being Abused](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_) 2015”gives practical indicators which will assist staff and will be included in appropriate training.

Some of the following signs might be indicators of abuse or neglect:

* Learners whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed
* Learners with clothes which are ill-fitting and/or dirty
* Learners with consistently poor hygiene
* Learners who make strong efforts to avoid specific family members or friends, without an obvious reason
* Learners who don’t want to change clothes in front of others or participate in physical activities
* Learners who are having problems in their learning environment, for example, a sudden lack of concentration and learning or they appear to be tired and hungry
* Learners who talk about being left home alone, with inappropriate carers or with strangers
* Learners who reach developmental milestones, such as learning to speak or walk, late, with no medical reason
* Learners who are regularly missing from school or education
* Learners who are reluctant to go home after school
* Learners with poor attendance and punctuality, or who are consistently late being picked up
* Parents who are dismissive and non-responsive to practitioners’ concerns
* Parents who collect their children when drunk, or under the influence of drugs
* Learners who drink alcohol regularly from an early age
* Learners who are concerned for younger siblings without explaining why
* Learners who talk about running away
* Learners who shy away from being touched or flinch at sudden movements

The four categories of child abuse are as follows:

1. Physical Abuse
2. Emotional Abuse
3. Sexual Abuse
4. Neglect

It is important that whilst each of these categories can stand alone they will inevitably cross over and it will be important that to define a concern one category does not stop a wider assessment.

**Physical Abuse -** a form of abuse, which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

*May be recognised by: Children with frequent injuries, injury such as bruising, bite marks, burns and scalds, fractures but also by aggressive behaviour.  It may also be an indicator of concern where a parent gives an explanation inconsistent with the injury or gives several different explanations for the injury.*

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

*May be recognised by: Developmental delay, attachment issues, aggressive behaviour, appeasing behaviour, watchfulness or stillness, low self-esteem, withdrawn or a loner, or having difficulty in forming relationships.   Emotional abuse may be difficult to recognise as signs are usually behavioural rather than physical. Signs of emotional abuse may be associated or similar to other forms of abuse, so presence of emotional abuse may indicate other abuse is prevalent as well.*

**Sexual Abuse -** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

*May be recognised by:  Inappropriate sexualised conduct, age inappropriate sexualised play or conversation, sexually harmful behaviour – contact or non-contact, self-harm, eating disorders, continual, inappropriate or excessive masturbation, anxiousness or unwillingness to remove clothes – sports / PE etc., pain or itching in genital area, blood on underclothes, bruising in genital region and / or inner thighs etc.*

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

*May be recognised by:  Being constantly hungry; constantly tired; have a poor state of clothing; be emaciated; have untreated medical problems; be frequently late or have poor or non-attendance at school; have low self-esteem; display neurotic behaviour and/or have poor social relationships, have poor personal hygiene.  A neglected child may also be apathetic, fail to thrive, or be left with or in the care of adults under the influence of alcohol or drug misuse.*

**Learners with Special Educational Needs**

***Glow Education Project*** recognises that learners with special educational needs (SEN) and/or disabilities can face additional safeguarding challenges. They are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

This policy reflects the fact that additional barriers can exist when recognising abuse and neglect which include:

* Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the learner’s disability without further exploration
* Learners with SEN and disabilities can be disproportionally impacted by things like bullying, without outwardly showing any signs
* Communication barriers and difficulties in overcoming these barriers.

**Managing allegations between learners**

If a learner makes an allegation against another learner ***Glow Education Project*** staff need to:

* Staff need to put any information regarding the allegation on to CPOMS and alert the DSL.
* DSL will then look at the nature of the allegation and the procedure of the next steps on how this is investigated.
* Parents of all learners involved in any inappropriate behaviour are to be kept informed and encouraged to participate in finding solutions regarding the allegation.
* Very accurate and up to date records need to be kept of any such incidents to be able to see a pattern to be clear that concerns are not being easily dismissed. The DSL should take the lead in analysing such behaviours, seeking appropriate advice and responding appropriately.
* Other agencies including Police may be contacted depending on the severity of the allegation made.

Examples of allegations where the Police need to be informed:

* Stalking
* Harassing off the premises
* Sexual conduct of other learners which is offensive, abusive and/or controlling and which is with or without consent or understanding
* Sexting and Social media bullying.

All other allegations will be addressed on-site following ***Glow Education Project***’s Behaviour Policy

**Peer on peer abuse including sexual violence and harassment**

Given the age of the learners at ***Glow Education Project*** and the range of needs that need addressing, ***Glow Education Project*** staff will be aware of the significance of peer-on-peer abuse and respond appropriately. It will be important to look for early signs and indicators that concerns are emerging and not dismiss them as banter, normal “growing up” or normal peer behaviour.

Staff will be aware of:

* Persistent name calling between learners
* Threats, however mild, towards other learners
* Derogatory remarks including racist, gender and/or homophobic comments
* Play fighting that goes too far and is excessive or affecting the other person
* Stalking, harassing others within ***Glow Education Project*** or away from the premises
* Enticing other learners to behave in a particular way through threats, manipulation or control
* Physical attacks
* Sexual conduct to other learners which is offensive, abusive and/or controlling and which is with or without consent or understanding
* Sexting and social media bullying

Staff will need to be aware of the gender issues relating to peer-on-peer abuse and how certain behaviours may be targeted to boys or girls. Those who are especially vulnerable given issues of sexuality may be targets and extra care and observation will need to be given by all staff.

Such important issues will be a feature of the curriculum within ***Glow Education Project*** and staff, especially teachers, will take every opportunity to work with learners to understand these issues, the impact of them and their responsibilities to each other.

Very accurate and up to date records need to be kept of any such incidents to be able to see a pattern to be clear that concerns are not being easily dismissed. The DSL should take the lead in analysing such behaviours, seeking appropriate advice, and responding appropriately.

**Taking action where concerns are identified**

Staff should be aware of the difference between concerns about a child and a child in immediate danger.

If staff have concerns, they simply pass that concern on. A discussion will take place with the designated safeguarding lead to agree a course of action.

If a child is in immediate danger or risk of harm a referral will be made immediately to the Multi-Agency Safeguarding Hub (MASH) and/or the Police. In this case, a referral will be made by the member of staff if required, with the designated safeguarding lead being informed of the referral.

Staff should recognise that leaners are vulnerable to abuse by their peers. Such abuse will be taken seriously by staff and will not be dismissed.

If a learner chooses to tell a member of staff about alleged abuse, there are a number of actions that staff will undertake to support the child:

* The key facts will be established in a language that the learner understands, and the learner’s words will be used in clarifying/expanding what has been said
* No promises will be made to the learner, e.g. to keep secrets
* Staff will stay calm and be available to listen
* Staff will actively listen with the utmost care to what the learner is saying
* Where questions are asked, this should be done without pressurising and only using open questions
  + Leading questions should be avoided as much as possible
  + Questioning should not be extensive or repetitive
* Staff will not put words in the learner’s mouth but subsequently note the main points carefully
* A full written record will be kept by the staff duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the learner’s body language, etc.
* It is not appropriate for staff to make learners write statements about abuse that may have happened to them or get them to sign the staff record
* Staff will reassure the learners and let them know that they were right to inform them and inform the learners that this information will now have to be passed on
* The designated safeguarding lead will be immediately informed, unless the disclosure has been made to them
* Information should be shared with children’s social care without delay, either to the learners’ own social worker or to the MASH. Children’s social care will liaise with the police where required which will ensure an appropriate police officer response rather than a uniformed response
* The Police would only therefore be contacted directly

All staff will be informed at the outset of their employment and no matter what their role of their duty to take any concerns seriously and the following practical guidance will ensure that they take responsibility seriously. The guidance will be given to staff in their induction.

***Glow Education Project*** has a user-friendly procedure flowchart displayed in the office and classrooms.

**Appendix 3**

**Confidentiality**

Learning from national and local serious case reviews show that many professional worry that passing on information is breaking confidentiality. This might involve:

* Staff being told something by a learner in general informal conversation
* Staff may be told something of concern by another person, especially another learner, who doesn’t want them to tell anyone but just to make them aware of something
* Staff may be asked by a learner, family member or colleague to keep something they share to themselves and not tell anyone. They may even ask the member of staff to promise not to share it
* Something might be heard, either through gossip, social media or directly, when staff are off duty that may need dealing with but feels as though because it is not at work, it is different
* A learner may threaten to hurt themselves or others if the information is passed on

***Glow Education Project*** recognises that all matters relating to safeguarding and child protection are confidential. However, a member of staff must never guarantee confidentiality to learners; they will not be given promises that any information about an allegation will not be shared.

The need-to-know principle will always apply. The DSL will determine with others who else needs to know about any concern and take the advice of the Local Authority.

**The following circumstances would warrant disciplinary action by *Glow Education Project*:**

* The failure to pass on any concerns about a learner
* When withholding information places anyone at risk or increases their vulnerability
* When information is shared without the guidance of the DSL and/or Local Authority
* When information about the learner and their families is shared with anyone who has no right to have that information especially through social settings, social media and general gossip or informal talk

Where there is a child protection concern it will be passed immediately to the designated safeguarding lead, their deputy and/or to children’s social care. When a learner is in immediate danger, children’s social care/the police will be contacted.

The designated safeguarding lead will disclose personal information about a learner to other members of staff, including the level of involvement of other agencies, only on a ‘need to know’ basis.

All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard learners. They are aware that the Data Protection Act 2018 and General Data Protection Regulation should not be a barrier to the sharing of information where failure to do so would result in a child being placed at risk of harm.

**Maintaining registers and transferring information**

***Glow Education Project*** will maintain a register of all its learners and all information about each learner in terms of personal details will be updated and reviewed regularly.

The information held on file about any learner will be passed back or passed on to any mainstream school where there is learner transfer and moves to ensure continuity of information is known and respected.

# **Appendix 4**

# **Annex A of KCSIE**

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

If staff have any concerns about a child’s welfare, they should act on them immediately. They should follow their own organisation’s child protection policy and speak to the designated safeguarding lead (or deputy).

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

Children and the court system

Children missing from education

Children with family members in prison

Child Criminal Exploitation (CCE)

Child Sexual Exploitation (CSE)

County lines

Domestic abuse

Homelessness

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

FGM

Forced marriage

Preventing radicalisation

The Prevent duty and Channel

Peer on peer/ child on child abuse

Sexual violence and sexual harassment between children in schools and colleges

Upskirting

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

Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11-year olds a](http://formfinder.hmctsformfinder.justice.gov.uk/ywp-5-11-eng.pdf)nd [12-17 year olds.](http://formfinder.hmctsformfinder.justice.gov.uk/ywp-12-17-eng.pdf)

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

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

### **Children missing from education**

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

### **Children with family members in prison**

Approximately 200,000 children 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](https://www.nicco.org.uk/) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

### **Child sexual exploitation**

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

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

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

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

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

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism[[1]](#footnote-1) should be considered. Like other forms of abuse and exploitation, county lines exploitation:

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

### **Domestic abuse**

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

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

* psychological;
* physical;
* sexual;
* financial; and
* emotional

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

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

[NSPCC- UK domestic-abuse signs symptoms effects](https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/) , [Refuge what is domestic violence/effects of domestic violence on children](http://www.refuge.org.uk/get-help-now/what-is-domestic-violence/effects-of-domestic-violence-on-children/)

[Safelives: young people and domestic abuse](http://www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse)

### **Homelessness**

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

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

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

### **So-called ‘honour-based’ violence**

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

#### **Actions**

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children’s social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**[[2]](#footnote-2) that requires a different approach (see following section).

#### **FGM**

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

#### **FGM mandatory reporting duty for teachers**

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

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.[[3]](#footnote-3) Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college’s designated safeguarding lead (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet.](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_shee)

#### **Forced marriage**

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

The Forced Marriage Unit has published [statutory guidance](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322310/HMG_Statutory_Guidance_publication_180614_Fina) and [Multi-agency guidelines,](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614) with pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk.

### **Preventing radicalisation**

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools’ or colleges’ safeguarding approach.

[Extremism1](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/470088/51859_Cm9148_Accessible.)01 is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

[Radicalisatio](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Dut)n[[4]](#footnote-4)[1](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Dut)02 refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

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

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

#### **The Prevent duty**

All schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard[[5]](#footnote-5) to the need to prevent people from being drawn into terrorism”.[[6]](#footnote-6) This duty is known as the Prevent duty.

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

#### **Additional support**

The department has published advice for schools on the [Prevent duty.](https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty) The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

There is additional guidance: [Prevent duty guidance: for further education institutions in England and Wales t](https://www.gov.uk/government/publications/prevent-duty-guidance)hat applies to colleges.

[Educate Against Hate,](https://educateagainsthate.com/) a website launched by the Her Majesty’s Government has been developed to support and ***Glow Education Project*** school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

#### **Channel**

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: [Channel guidance,](https://www.gov.uk/government/publications/channel-guidance) and a Channel awareness e-learning programme is available for staff at: [Channel General Awareness](http://course.ncalt.com/Channel_General_Awareness/01/index.html)[.](http://course.ncalt.com/Channel_General_Awareness)

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

### **Peer on peer abuse**

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

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

#### **Context**

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

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

Staff should be aware of the importance of:

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

**What is Sexual violence and sexual harassment?**

#### **Sexual violence**

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003[[7]](#footnote-7) 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?**[[8]](#footnote-8)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.[[9]](#footnote-9)[[10]](#footnote-10)

#### **Sexual harassment**

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

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

* sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
* sexual “jokes” or taunting;
* physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
* online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.[[11]](#footnote-11) It may include:
  + non-consensual sharing of sexual images and videos;
  + sexualised online bullying;
  + unwanted sexual comments and messages, including, on social media; and
  + sexual exploitation; coercion and threats

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

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

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 23 in Part 1 of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

### **Additional advice and support**

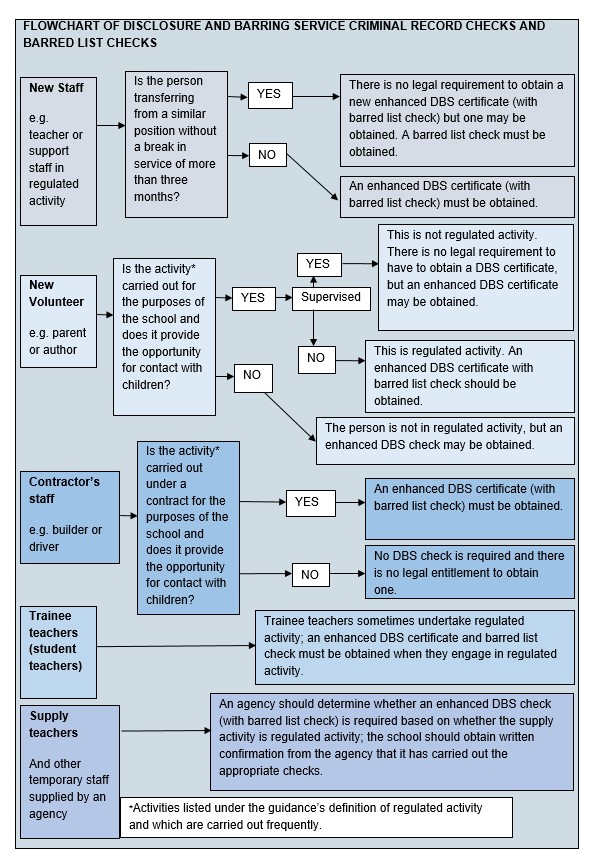
|  |  |  |
| --- | --- | --- |
| **Abuse or Safeguarding issue** | **Link to Guidance/Advice** | **Source** |
| Abuse | [What to do if you're worried a child is being abused](https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2) | DfE advice |
| [Domestic abuse: Various Information/Guidance](https://www.gov.uk/domestic-violence-and-abuse) | Home Office |
| [Faith based abuse: National Action Plan](https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief) | DfE advice |
| [Relationship abuse: disrespect nobody](https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/) | Home Office website |
| Bullying | [Preventing bullying including cyberbullying](https://www.gov.uk/government/publications/preventing-and-tackling-bullying) | DfE advice |
| Children and the courts | [Advice for 5-11-year olds witnesses in criminal courts](http://formfinder.hmctsformfinder.justice.gov.uk/ywp-5-11-eng.pdf) | MoJ advice |
| [Advice for 12-17 year old witnesses in criminal courts](http://formfinder.hmctsformfinder.justice.gov.uk/ywp-12-17-eng.pdf) | MoJ advice |
| Children missing from education, home or care | [Children missing education](https://www.gov.uk/government/publications/children-missing-education) | DfE statutory guidance |
| [Child missing from home or care](https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care) | DfE statutory guidance |
| [Children and adults missing strategy](https://www.gov.uk/government/publications/missing-children-and-adults-strategy) | Home Office strategy |
| Children with family members in prison | [National Information Centre on Children of Offenders](https://www.nicco.org.uk/) | Barnardo’s in partnership with Her Majesty’s Prison and Probation Service  (HMPPS) advice |
| Child Exploitation | [County Lines: criminal exploitation of children and vulnerable adults](https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines) | Home Office guidance |
| [Child sexual exploitation: guide for practitioners](https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners) | DfE |
| [Trafficking: safeguarding children](https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance) | DfE and HO guidance |
| Drugs | [Drugs: advice for schools](https://www.gov.uk/government/publications/drugs-advice-for-schools) | DfE and ACPO advice |
| [Drug strategy 2017](https://www.gov.uk/government/publications/drug-strategy-2017) | Home Office strategy |
| [Information and advice on drugs](http://www.talktofrank.com/) | Talk to Frank website |

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| --- | --- | --- |
| **Abuse or Safeguarding issue** | **Link to Guidance/Advice** | **Source** |
|  | [ADEPIS platform sharing information and resources for schools:](http://mentor-adepis.org/)  [covering drug (& alcohol) prevention](http://mentor-adepis.org/) | Website developed by  Mentor UK |
| “Honour Based Violence”  (so called) | [Female genital mutilation: information and resources](https://www.gov.uk/government/collections/female-genital-mutilation) | Home Office |
| [Female genital mutilation: multi agency statutory guidance](https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation) | DfE, DH, and HO statutory guidance |
| [Forced marriage: information and practice guidelines](https://www.gov.uk/forced-marriage) | Foreign Commonwealth  Office and Home Office |
| Health and Wellbeing | [Fabricated or induced illness: safeguarding children](https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced) | DfE, Department for  Health and Home Office |
| [Rise Above: Free PSHE resources on health, wellbeing and resilience](https://www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources) | Public Health England resources |
| [Medical-conditions: supporting pupils at school](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3) | DfE statutory guidance |
| [Mental health and behaviour](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2) | DfE advice |
| Homelessness | [Homelessness: How local authorities should exercise their functions](https://www.gov.uk/guidance/homelessness-code-of-guidance-for-local-authorities) | HCLG |
| Online | [Sexting: responding to incidents and safeguarding children](https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis) | UK Council for Child  Internet Safety |
| Private fostering | [Private fostering: local authorities](https://www.gov.uk/government/publications/children-act-1989-private-fostering) | DfE - statutory guidance |
| Radicalisation | [Prevent duty guidance](https://www.gov.uk/government/publications/prevent-duty-guidance) | Home Office guidance |
| [Prevent duty advice for schools](https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty) | DfE advice |
| [Educate Against Hate Website](http://educateagainsthate.com/) | DfE and Home Office |
| Violence | [Gangs and youth violence: for schools and colleges](https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence) | Home Office advice |
| [Ending violence against women and girls 2016-2020 strategy](https://www.gov.uk/government/publications/strategy-to-end-violence-against-women-and-girls-2016-to-2020) | Home Office strategy |
| [Violence against women and girls: national statement of expectations for victims](https://www.gov.uk/government/publications/violence-against-women-and-girls-national-statement-of-expectations) | Home Office guidance |
| [Sexual violence and sexual harassment between children in schools and colleges](https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges) | DF  E advice |
| [Serious violence strategy](https://www.gov.uk/government/publications/serious-violence-strategy) | Home Office Strategy |

**Appendix 5**

**Safer recruitment**

***Glow Education Project*** will ensure that all staff and volunteers will be employed/appointed only after a robust safer recruitment procedure, including obtaining the appropriate DBS certificates. The DBS in itself does not indicate whether someone may be suitable for a role but is critical information as part of the over safer recruitment process.

***Glow Education Project*** will renew DBS certificates every 3 years and will follow the flowchart in KCSIE as follows:

1. [national crime agency human-trafficking](http://www.nationalcrimeagency.gov.uk/about-us/what-we-do/specialist-capabilities/uk-human-trafficking-centre/national-referral)  [↑](#footnote-ref-1)
2. Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, “teacher” means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England). [↑](#footnote-ref-2)
3. Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case. 101 As defined in the Government’s Counter Extremism Strategy [↑](#footnote-ref-3)
4. As defined in the Revised Prevent Duty Guidance for England and Wales [↑](#footnote-ref-4)
5. According to the Prevent duty guidance ‘having due regard’ means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions. [↑](#footnote-ref-5)
6. “Terrorism” for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act). [↑](#footnote-ref-6)
7. [Legislation.gov.uk](https://www.legislation.gov.uk/ukpga/2003/42/contents)  [↑](#footnote-ref-7)
8. It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped. More information: [here](https://www.disrespectnobody.co.uk/consent/what-is-consent/)  [↑](#footnote-ref-8)
9. [PSHE Teaching about consent fr](https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-consent-pshe-education-key)om the PSHE association provides advice and lesson plans to teach consent at Key stage 3 and [↑](#footnote-ref-9)
10. . [↑](#footnote-ref-10)
11. [Project deSHAME](http://www.childnet.com/our-projects/project-deshame) from Childnet provides useful research, advice and resources regarding online sexual harassment. [↑](#footnote-ref-11)